County Alternative Education Provision Directory Guide

Version 6

IT IS THE RESPONSIBILITY OF EACH INDIVIDUAL COMMISSIONING SCHOOL TO REASSURE THEMSELVES OF THE QUALITY AND SUITABILITY OF ANY ALTERNATIVE PROVISION

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Introduction

The County Alternative Education Provision Directory offers a guide to Cambridgeshire and Peterborough Schools – the Providers within are working with us to meet the rigorous Local Authority quality assurance processes overseen by the AP Quality Assurance Board.

Schools have an obligation to procure services in line with their own arrangements for Contract Procedure Rules and their responsibility to be compliant with EU Procurement Regulations.

It is the responsibility of the school and alternative provider to ensure that they comply with the independent school standards and registration processes. Guidance from OFSTED for alternative provision providers and commissioning schools regarding unregistered provision is at the back of this document.

It is the responsibility of each individual Commissioning School to reassure themselves of the quality and suitability of any Alternative Provision. However, the Directory explains the quality assurance checks that have been undertaken by the Local Authority and provides direction towards good quality and local availability of Provision.

It is an expectation that all of the AP providers featured in this Directory access our Local Authority Safeguarding and Prevent training delivered by the Education Child Protection Service.

The information below shows the quality assurance checks undertaken by the Local Authority in stages – Stage 1-4 and recommends further quality assurance checks that schools should undertake to satisfy themselves of quality and appropriateness of the provision.

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<td>Contact has been made with the Provider and a detailed explanation of the Local Authorities Quality Assurance Process has been explained.</td>
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<tr>
<td>Self-Assessment has been sent to the Provider.</td>
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<td>The Commissioning School MUST undertake the following:</td>
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(Schools can use the SLA template on page 6 of the Directory Appendix 1 at the back of the Directory as a Commissioning Checklist and to formulate a Service Level Agreement with each Provider.)

School makes contact with the Local Authorities Quality Assurance Team to establish whether the Provider has completed any Quality Assurance checks with the Local Authority. We are happy to share these with Schools.
If this has not yet been completed by the Provider the School should request the following information from the Provider as part of their own assessment:

- Full address and contact details of Provider.
- Transport (Provision is web based or Provision has transport available – what is the cost if available?)
- Age range of learners and target Key Stages of learners?
- Capacity – how many students can be accommodated?
- Which students are currently offered provision?

**Brief description of curriculum offered:** (GCSE’s/A-Levels/Short courses etc.)
- Cost for an academic year/term/weekly or sessional basis.
- Expected outcomes for Students
- Pastoral Support on Offer
- Referral process
- What quality assurance processes do the Providers have?
- Has the Provider been quality assured by another organisation or Local Authority?

Date quality assured?

**Safeguarding Checks by the School:**

- Who is the organisation’s lead person for Safeguarding – contact details?
- Does the Provider have a Safeguarding Policy which is accessible to all?
- Where are the Providers Safeguarding Policy and Procedures located?
- Have all staff undertaken Safeguarding training in the last 3 years and if so when and at what levels?
- How frequently is Safeguarding an agenda item in team meetings or 1-2-1’s?
- How does the Provider ensure the safe recruitment of staff within your organisation?
- How does the Provider make all staff aware of their own role and responsibility and that of the provision for Safeguarding and protecting children?
- How does the Provider ensure their staff knows when to discuss a concern about a child’s welfare with a manager?
- School to request DBS numbers with all staff working within the Alternative Provision

**Visit to Provider undertaken by the School:**

- Check that all details above supplied by the Provider are correct
- Check that relevant Insurance for the Provision is in place.
- Health and Safety checks of the Site/ Provision undertaken by the School.
- All Policies and Procedures available for inspection.
- Accreditation and Qualifications for all Provider staff available for inspection.
- If necessary, risk assessments available for Inspection.

**Reviews of Provision completed:**

- Review of pupil provision, involving student, parent/carer and Provider, every half term undertaken by the school using IAEP paperwork.

**Stage 2**

Checks undertaken by the Local Authority as part of the Alternative Provision Quality Assurance.
Contact has been made with the Provider and a detailed explanation of the Local Authorities Quality Assurance Process has been explained.

**Self-Assessment has been sent to the Provider.**

**Self-Assessment returned by Provider fully completed with all below information.**

- Full address and contact details of Provider.
- Transport (Provision is web based or Provision has transport available – what is the cost if available?)
- Age range of learners and target Key Stages of learners?
- Capacity – how many students can be accommodated?
- Which students are currently offered provision?
- Brief description of curriculum offered: (GCSE’s/A-Levels/Short courses etc.)
- Cost for an academic year/term/weekly or sessional basis.
- Expected outcomes for Students
- Pastoral Support on Offer
- Referral process
- What quality assurance processes do the Providers have?
- Has the Provider been quality assured by another organisation or Local Authority?
- Date quality assured?

### Stage 2

**The Commissioning School MUST undertake the following:**

Contact has been made with the Provider and a detailed explanation of the Schools Quality Assurance Process has been explained/or Provider made aware that their assessment details have been passed onto the School by the Local Authority.

Or

**Schools own Self-Assessment returned by Provider fully completed with all information.**

- Full address and contact details of Provider.
- Transport (Provision is web based or Provision has transport available – what is the cost if available?)
- Age range of learners and target Key Stages of learners?
- Capacity – how many students can be accommodated?
- Which students are currently offered provision?
- Brief description of curriculum offered: (GCSE’s/A-Levels/Short courses etc.)
- Cost for an academic year/term/weekly or sessional basis.
- Expected outcomes for Students
- Pastoral Support on Offer
- Referral process
- What quality assurance processes do the Providers have?
- Has the Provider been quality assured by another organisation or Local Authority?
- Date quality assured?

**Safeguarding Checks by the School** – School should be in receipt of all the following information.

- Who is the organisation’s lead person for Safeguarding – contact details?
| Does the Provider have a Safeguarding Policy which is accessible to all? |
| Where are the Provider's Safeguarding Policy and Procedures located? |
| Have all staff undertaken Safeguarding training in the last 3 years and if so when and at what levels? |
| How frequently is Safeguarding an agenda item in team meetings or 1-2-1’s? |
| How does the Provider ensure the safe recruitment of staff within your organisation? |
| How does the Provider make all staff aware of their own role and responsibility and that of the provision for Safeguarding and protecting children? |
| How does the Provider ensure their staff knows when to discuss a concern about a child's welfare with a manager? |
| School to request DBS numbers with all staff working within the Alternative Provision |

**Visit to Provider undertaken by the School;**

- Check that all details above supplied by the Provider are correct
- Check that relevant Insurance for the Provision is in place.
- Health and Safety checks of the Site/ Provision undertaken by the School.
- All Policies and Procedures available for inspection.
- Accreditation and Qualifications for all Provider staff available for inspection.
- If necessary, risk assessments available for Inspection.

**Reviews of Provision completed;**

- Review of pupil provision, involving student, parent/carer and Provider, every half term undertaken by the school using IAEP paperwork.

**Stage 3**

**Checks undertaken by the Local Authority as part of the Alternative Provision Quality Assurance.**

- Contact has been made with the Provider and a detailed explanation of the Local Authorities Quality Assurance Process has been explained.
- Self-Assessment has been sent to the Provider.
- Self-Assessment returned by Provider fully completed with all below information.

**Completed Safeguarding information returned to the Local Authority;**

- Who is the organisation’s lead person for Safeguarding – contact details?
- Does the Provider have a Safeguarding Policy which is accessible to all?
- Where are the Providers Safeguarding Policy and Procedures located?
- Have all staff undertaken Safeguarding training in the last 3 years and if so when and at what levels?
- How frequently is Safeguarding an agenda item in team meetings or 1-2-1’s?
- How does the Provider ensure the safe recruitment of staff within your organisation?
- How does the Provider make all staff aware of their own role and responsibility and that of the provision for Safeguarding and protecting children?
- How does the Provider ensure their staff knows when to discuss a concern about a child’s welfare with a manager?
- Local Authority in receipt of DBS numbers from all staff working within the Alternative Provision
### Stage 3

The Commissioning School MUST undertake the following:

**Safeguarding Checks by the School** – School should be in receipt of all the following information sent back to them by the Provider:

- Who is the organisation’s lead person for Safeguarding – contact details?
- Does the Provider have a Safeguarding Policy which is accessible to all?
- Where are the Providers Safeguarding Policy and Procedures located?
- Have all staff undertaken Safeguarding training in the last 3 years and if so when and at what levels?
- How frequently is Safeguarding an agenda item in team meetings or 1-2-1’s?
- How does the Provider ensure the safe recruitment of staff within your organisation?
- How does the Provider ensure their staff knows when to discuss a concern about a child’s welfare with a manager?

School to request DBS numbers with all staff working within the Alternative Provision

**Visit to Provider undertaken by the School:**

- Check that all details above supplied by the Provider are correct
- Check that relevant Insurance for the Provision is in place.
- Health and Safety checks of the Site/ Provision undertaken by the School.

- All Policies and Procedures available for inspection.
- Accreditation and Qualifications for all Provider staff available for inspection.
- If necessary, risk assessments available for Inspection.

**Reviews of Provision completed:**

- Review of pupil provision, involving student, parent/carer and Provider, every half term undertaken by the school using IAEP paperwork.

### Stage 4

**Checks undertaken by the Local Authority as part of the Alternative Provision Quality Assurance.**

Contact has been made with the Provider and a detailed explanation of the Local Authorities Quality Assurance Process has been explained.

- Self-Assessment has been sent to the Provider.
- Self-Assessment returned by Provider fully completed with all below information.
- Completed Safeguarding information returned to the Local Authority
- Visit to Provider has been undertaken and all Quality Assurance standards met.
- Yearly Quality Assurance Review booked for 12 months’ time.
## Stage 4

**The Commissioning School MUST undertake the following:**

- Contact has been made with the Provider and a detailed explanation of the Schools Quality Assurance Process has been explained.
- Schools Assessment has been sent to the Provider.
- Schools Assessment returned by Provider fully completed with all below information.
- Completed Safeguarding information returned to the School
- Visit to Provider has been undertaken by the School and all Quality Assurance standards met.
- Half termly reviews of pupil provision, involving student, parent/carer and Provider every half term are undertaken by the school using IAEP paperwork.

### Alternative Education Provision Commissioning Checklist/Service Level Agreement for Schools

This checklist is designed to help schools when commissioning External Alternative Education Provision directly. An agreement **MUST** be used to help ensure each of the relevant items has been covered and are included as necessary within any Service Level Agreement or Contract between the School and the Provider.

This checklist is produced by the Local Authority in conjunction with the County Alternative Education Provision Directory and is for guidance only. **Ultimately it will remain the responsibility of each individual commissioning school to reassure themselves of the quality and suitability of any alternative provision.**

It may also be beneficial to obtain legal advice on any Service Level Agreements or Contracts prior to signing by both parties.

Ideally there should be one or two individuals within a School as a point of contact for an Alternative Education Provider and to monitor performance in line with the Service Level Agreement or contract.

#### Provider Details

| Name/Full contact details of Provider: |  |
| Company / charity registration number (if applicable): |  |

#### Timeframe of Provision

| First day of service provision / agreement |  |
| Length of service provision / agreement |  |
| Last day of service provision / agreement |  |
### Provision Specification

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What type of Provision is being provided e.g. On Line Learning,</td>
<td></td>
</tr>
<tr>
<td>What is the aim of the Provision being provided?</td>
<td></td>
</tr>
<tr>
<td>Who is the Provision being provided for – Name of Student.</td>
<td></td>
</tr>
<tr>
<td>Where will the Provision be provided?</td>
<td></td>
</tr>
<tr>
<td>Are there any principles Providers need to adhere to (for examples see Appendix A)?</td>
<td></td>
</tr>
<tr>
<td>Does the Provider have its own written policies and procedures which are effective in providing its services?</td>
<td></td>
</tr>
<tr>
<td>Will the Provider be expected to attend any meetings as a result of this contract? If so, which meetings and how often?</td>
<td></td>
</tr>
<tr>
<td>Will the Provider be expected to produce any reports? If so, what, who to and how often?</td>
<td></td>
</tr>
</tbody>
</table>

### Performance Monitoring

The Alternative Education Provider may be expected to deliver the service through a variety of activities, in which case the table below should be copied and completed for each activity when performance monitoring.

#### Activity 1

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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</thead>
<tbody>
<tr>
<td>How will the provision be delivered (what is the activity)?</td>
<td></td>
</tr>
<tr>
<td>How will the performance of this activity be measured?</td>
<td></td>
</tr>
<tr>
<td>How regularly will this activity be measured?</td>
<td></td>
</tr>
<tr>
<td>Who will measure this performance?</td>
<td></td>
</tr>
</tbody>
</table>

### Service Satisfaction

Good practice would be to involve students in gathering provision satisfaction feedback.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will the Provider gather and report on student satisfaction / feedback on its services.</td>
<td></td>
</tr>
<tr>
<td>How will it do this?</td>
<td></td>
</tr>
<tr>
<td>How will they use this information?</td>
<td></td>
</tr>
</tbody>
</table>

### Funding Arrangements

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>How much the Provision cost in total?</td>
<td>£</td>
</tr>
<tr>
<td>How will this be paid e.g. quarterly for 12 months?</td>
<td></td>
</tr>
<tr>
<td>Will it require an invoice from the Provider?</td>
<td></td>
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</tbody>
</table>
### Safeguarding
Further information and good practice guidance on safeguarding can be found on the Cambridgeshire LSCB website at: [http://www.cambslscb.org.uk/prof_safe_recruit.html#safe](http://www.cambslscb.org.uk/prof_safe_recruit.html#safe)

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the Provider agree to comply with all appropriate legislation including Health &amp; Safety?</td>
<td></td>
<td></td>
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<tr>
<td>Will the Provider ensure all appropriate CRB and / or other safeguarding checks are carried out?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Will the Provider pay for the CRB and / or other security checks?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Does the Provider hold a suitable level of professional liability insurance and employers’ liability insurance?</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Do the Providers’ staff hold the current and appropriate qualifications to deliver their respective services <em>(see Appendix B for further details)</em></td>
<td></td>
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<tr>
<td>Will the Provider ensure staff have up to date safeguarding training?</td>
<td></td>
<td></td>
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<tr>
<td>By the nature of the service, is there a need for supervision arrangements to be in place?</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Does the Provider have the necessary clinical supervision arrangements in place?</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Are all employees kept abreast of changes in legislation that relate to their jobs?</td>
<td></td>
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</tbody>
</table>

### Staffing

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the Provider have the necessary staffing levels to deliver the service?</td>
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<tr>
<td>Does the Provider have clear written recruitment and selection procedures with relevant job description and person specifications for the service?</td>
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<tr>
<td>Will the Provider be responsible for providing and funding their staff with the necessary knowledge and qualifications for example through training?</td>
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<tr>
<td>Is there a performance management framework for staff e.g. annual appraisal process and monitored attendance at Continuous Professional Development events?</td>
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<tr>
<td>Does the Provider have an equal opportunities policy?</td>
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</tbody>
</table>
Example Alternative Provision delivery principles

- To have respect for all students and their ways of life, paying particular regard to ethnic, religious and cultural issues.
- To maintain pupils’ self-respect in all situations.
- To maintain pupils’ confidentiality.
- To provide it’s service according to its Equal Opportunities Policy.
- To work in partnership, particularly with the referring School and with other professional bodies.
- To work within the limits of the Providers competence.
- To carry out Risk Assessments where necessary.

Targeted work experience

We have considered this guidance alongside our colleagues within The Employability Partnership Limited, a Cambridgeshire based company who some Cambridgeshire Secondary schools commission to support with the arrangements for targeted work experience.

However, it is the responsibility of each individual Commissioning School to reassure themselves of the quality and suitability of any work experience placement.

Some schools consider using targeted work experience as part of an alternative provision package for students. Targeted work experience should not be used to replace a student’s educational entitlement, but to enhance a bespoke package of carefully planned and reviewed interventions that support a young person with life skills and confidence to re-engage with Education.

There is no current national guidance or legislation for schools on how or when to use work experience as part of their AP offer however, the Local Authorities advice is similar to that when commissioning external AP - schools must ensure the safety and protection of our most vulnerable students where risks may heightened when exposed to any work environment.

Schools must be able to evidence the reasons behind using work experience as part of alternative provision plan and be sure about the measurable outcomes that are expected from it.

Work Placement Checklist

- Health and safety check and risk assessment completed where appropriate.
- Safeguarding and prevent process outlined with employer.
- Enhanced DBS checks – a letter confirming that these are in place and are up to date or a new check is applied for.
- Insurance check including public liability.
- Work experience placement and parents sign to acknowledge the fact that they agree to this checking process.
- An agreement drawn up that all relevant parties sign, setting out expectations, responsibilities, how reviews of the placement will take place and what outcomes are expected is essential.
It is essential that the work placement mentor/supervisor who will have the most contact with the student whilst on the placement, has an enhanced DBS checked and has knowledge and understanding of their responsibilities to safeguard the student whilst in their care.

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Academy21 Limited – Stage 4

Address:
10 Orange Street, London, WC2H 7DQ

Contact Name:
Paula Reynolds or Simon Frances

Telephone number:
Office: 01438 535001 (Simon Frances)
Mobile: 07912 420785 (Paula Reynolds)
E-Mail: paula.reynolds@academy21.co.uk or Simon.frances@academy21.co.uk

Transport:
Provision is web based.

Age range of learners: Target group: Key stage: KS2 (Year 4, 5 and 6) KS3, KS4 & KS5.

Capacity: How many students can be accommodated: Unlimited.

Which students are currently offered provision:
Students not accessing mainstream education, excluded or at risk of exclusion. Those students suffering physical or mental health conditions, having poor school attendance, dealing with challenging life circumstances.

Brief description of curriculum offered: (GCSE/A-Levels/Short courses etc.):

KS2 (YR 4, 5 and 6):
- English
- Maths
- Science
- STEM
- Humanities
- French
- Communication
- Creative Pursuits

KS3:
- Maths
- English
- Science
- Humanities/Citizenship
- PSHE
- ESOL
KS4:

GCSE

- Maths
- English Language
- English Literature
- Combined Science (Dual Award/Triple Award)
- History
- Citizenship

FUNCTIONAL SKILLS:

- English Language (Level 1 and 2)
- ICT (Level 1 and 2)
- Maths (Level 1)

OTHER:

- PSHE
- ESOL/EAL.

KS5:

‘A’ Level

- Biology
- Business
- Chemistry
- Classical Civilisation
- Economics
- English Language
- English Literature
- French
- Further Mathematics
- Geography
- German
- History
- Latin
- Law
- Maths
- Media Studies
- Physics
- Politics
- Psychology
- Sociology
- Spanish

Cost for an academic year/term/weekly or sessional basis:
KS3 and 4

a) **Annual in Advance:** £1,558 + Vat per subject = £8.20 + Vat/hour

b) **Termly in Advance (Schools):** £48 + Vat per subject per week = £9.60 + Vat/hour.

c) **Pay As You Go (Local Authority):** £50 + Vat per subject per week = £10.00 + Vat/hour.

d) **Trial (4 weeks):** £55 + Vat per subject per week = £11.00 + Vat/hour.

KS2 and 5

a) **Annual in Advance:** £1,558 + Vat = £8.20 + Vat per hour

**Expected outcomes for Students:**

- Successful reintegration to mainstream school
- Prevention of permanent exclusion
- Supporting ‘Progress 8’ attainment/measures
- Acquisition of GCSE’s, A-Levels or other qualifications
- Completion of short term accredited and non-accredited courses
- Lowered risk of NEET, progression to mainstream post 16 provision
- Positive changes in students’ attitude to learning, motivation, confidence and self-esteem.
- Improved behaviour (depending on existing conditions – can work well for ASD students)
- Improved relationships with family and wider community (can help with family but will not have direct impact on community)
- Improved attendance and punctuality

**Pastoral Support on Offer:**

- One to one support: available through Friday morning support sessions
- Access to experienced mentors: all students have nominated LA/school mentor
- Home visits to keep parents and carers informed: role of LA/school mentor
- Monitor behaviour and attendance: extensive reports available 24/7 on Academy21 reporting system
- Support with transition: normally achieved through close liaison with LA/school mentor
- Liaison with other professionals working with the Student: very close relationships developed with LA/school mentors
• Interventions, progress etc. are regularly reviewed: comprehensive reports available on LMS

• Personal Tutors: role provided by LA/school mentors although very close relationships are maintained by A21 teaching and support staff

• Access to locality Team support is through LA/school mentor

• Behaviour management: no specific courses although very clear conduct and behaviour policy

• Information, Advice and Guidance: mainly through LA/school support

• Signposting and referral to additional support: in close liaison with LA/school mentor, Student Information and Advice Page on LMS signposts to wider organisations e.g. ChildLine

• Support after leaving the provision is provided by LA/school mentor.

Referral process and intake period:

Referral is via an Academy21 enrolment form with process typically taking no more than 2 working days. There are some restrictions which will apply on intake regarding very late entry on GCSE courses.

What quality assurance processes do you have?

All aspects of teaching and learning practice and associated quality assurance are governed by our Academic Advisory Board (AAB). The AAB's main focus is to ensure that the company's educational standards and operating methods are appropriate, challenging and reflect good practice with a focus on achieving quality outcomes for students and teachers alike. The AAB includes Dame Erica Pienaar, a non-executive director of the Company and Carolyn Unsted, Education Adviser at the Department for Education

Quality assurance is centred round an annual School Development Plan and is undertaken at four levels – whole school, departmental, classroom and individual performance management. Meetings take place on a regular basis to monitor and evaluate the progress of the school/departments/individuals toward measuring progress and achievements. All members of our staff are supported in understanding their contribution to the achievements, well-being and ultimate life-chances of the children and young people in the school. A copy of the latest School Development Plan is available on request identifying the key areas of development that the school and individual teams and staff are contributing to.

We have the following assessment processes in place that monitor the progress of individual students/groups of students:

Attendance: Lesson by lesson daily registers
Engagement: Individual lesson assessments of individual students using Effort, Understanding and Interaction as key measures of engagement.

Teacher weekly reporting: Weekly student reports to summarise areas of study, engagement and attainment in each individual subject.

End of module assessment: Targeted activities/tasks to measure progress over time.

Summary group report: A senior management report to identify progress across a specific school/LA cohort. This report enables senior managers to easily measure effectiveness of provision.

Termly reports: Collation of objective assessment data over time summarised with teacher qualitative comments providing an in-depth overview of student progress.

Contract Performance: Regular face to face or online reviews of cohort progress and overall contract performance to ensure best value is achieved.

Academy21, have a comprehensive performance management system which includes lesson observations.

Academy21, provide high quality teaching and learning resources to be used in all lessons. The resources are made available as discreet resources to ensure for students can use them for “flipped learning” and revision and extended learning. All resources are regularly updated and link to specific national examination programmes of study including AQA, Edexcel, CiE and NCFE to ensure common standards. Academy21 resources have been reviewed by the National Autistic Society who have provided a very comprehensive overview and made recommendations for further development including using a range of digital symbols to identify specific tasks e.g. write, listen, speak etc.

Academy21 have comprehensive child protection, safeguarding, behaviour and emotional health and well-being policies to ensure that staff have a clear framework for supporting young people in the school. On a day to day basis teachers will provide first line support. We also have a “Listening Team” available to ensure students can get immediate support if required. Beyond these day to day measures we work closely with nominated LA/school mentors to ensure that any concerns are communicated immediately to ensure local support can be arranged where needed. At the centre of all support is a comprehensive Safeguarding and Child Protection Policy underpinned by all staff receiving Advanced CP training every 2 years for Designated Leads and 3 years basic and updated training for all other staff.

All staff contribute to decision making through weekly education, office and whole-school team meetings. Company policies and processes are reviewed regularly by the Senior Management team culminating in an annual review of the Academy21 Development Plan.

Academy21 end of examination results:
2017/18 GCSE Results:

98% pass rate

37% Levels 9 – 4

63% Levels 3 - 1

Quality assured by another organisation or Local Authority and the date quality assured?

Academy21 are quality assured through our regular inclusion in local authority frameworks for alternative provision. We are currently approved on over 30 local authority frameworks and we would be pleased to provide more detail on each upon request.
Alternative Approaches UK Ltd – Stage 4

Address:
9 Ramsey Road
Warboys
Cambridgeshire
PE28 2RW.

Contact:
Dawn Warwick:
Creative Psychotherapeutic Counsellor
Specialising in 1-1 children & young people’s therapy using Sandplay; clay; and animal assisted therapeutic approaches
Small group children & young people’s therapy
Systemic family therapy
Staff well-being; supervision team building workshops and 1-1’s

Telephone number:
07712759704

E-Mail:
alternativeapproachesuk@gmail.com
dawnwarwick66@gmail.com

Transport:
• N/A

Age range of learners – Target Group – Key Stage:
• Target Group age 4-18 years – Key stage 1, 2 & 3
• Primary and senior school students
• All staff

Capacity: How many students can be accommodated?
• 1:1
• Some focused group programs for up to 4 students available
• Family Groups
• Staff workshops and therapeutic support available

Which students are currently offered provision:
• Students not accessing mainstream education
• Students at risk of or excluded from education
• Students with poor school attendance/refusing to attend school/separation anxiety
• Students having experienced trauma; abuse; witness to domestic abuse etc. which may prevent engagement in education
• Students experiencing a wide variety of social, emotional, behavioural, and learning challenges which impact on their learning
• Students unable to remain in class/engage due to anxiety; depression; attention deficit hyperactivity disorder (ADHD), and conduct disorders etc
• Students suffering physical conditions; hospitalisation which impact on education
• One to One therapy

• Small groups providing therapeutic support for anxiety; depression; anger; parental separation/divorce which have impacted on students ability to fully engage in education
- Group therapeutic provisions

- Students and their family when undergoing challenges that impact on students ability to access education
- Family therapy

- Staff workshops on well-being & self-care and one to one therapeutic support and supervision available
- School staff

Cost for an academic year/term/weekly or sessional basis:
- Sessional costings
- £50:00 per hour - One to one sessions
- Block bookings may be available with some discount - Call for details
- Group therapy; Family therapy & School/Staff workshops/therapy - Charges on request

Expected outcomes for Students:
Alternative Approaches aims to provide the following desired outcomes:

- Reintegration to mainstream School
- Prevention of permanent exclusion
- Improved attendance and punctuality
- Sustained positive changes in student’s attitude to learning, motivation, confidence and self-esteem
- Development of personal and social skills
- Improved behaviour
- Reduction of anti-social behaviour
- Support student to be able to gain qualifications
- Employability
- Improved relationships with family and wider community
- Staff support to provide support around impact stress can have on the student and a better understanding of students needs in school environment

Pastoral Support on Offer:
Alternative Approaches offers the following:

- One to one creative therapeutic support
- Group and family therapeutic interventions
- Parent/carer review meetings and regular contact offering strategies and suggestions for continued support at home and in the community
- Monitor behaviour and attendance
- Support with transitions
- Identify barriers and solutions to learning and engagement working close with staff to effectively implement these
- Liaise with other professionals working with the student to provide holistic support
- Regular reviews to evaluate progress and impact of interventions
- Information, advice and guidance to those supporting student
- Signposting and referral to additional support identified

Referral Process - Is there a specific intake period:
Referral form  
Email  
Intake period dependent on availability

**What quality assurance processes do you have:**  
*Quality Assurance process (all forms provided to referrer):*
- Initial assessment form completed with relevant information including desired outcomes and goals with starting point marker
- SDQ for student; teacher/school & parent to be completed at start and end to show progress
- Regular updates and review by email with professionals involved and parents
- SDQ/goals at intervals to measure and monitor progress during provision if required
- Alternative Approaches will be available for discussion on student progress when required outside review periods
- Closing assessment completed and provided at end of involvement
- Closing goal progress monitoring form and closing SDQ to evaluate overall impact

**Provision Specification - What type of Provision is being provided (e.g. On Line Learning)**
- One to one creative Psychotherapeutic Counselling
- Group therapeutic interventions
- Student and family therapeutic interventions

**What is the aim of the Provision being provided:**
- Provide one to one creative psychotherapeutic counselling; therapeutic activities; and therapeutic programs geared around positive engagement in education
- Provide a safe therapeutic space for the student to explore and process the challenges they face, helping them to understand, express, learn strategies and develop positive coping mechanisms for sustained change
- Provide support and therapeutic provision to overcome or manage their difficulties in order to access/remain in education
- Develop interests, stimulate and motivate in order to provide incentives to re-access education; encourage a return to an education provision and prevent further exclusions or risk of exclusion
- To improve attendance
- Improve learning outcomes
- Support student to understanding the challenges they face and for them to have the ability to implement strategies to manage these and encourage resilience
- Help develop continued positive mental well-being
- Reduce classroom disruptive behaviours and bullying
- Improve health, social and emotional skills

Due to the nature of provision and programs provided this would be a therapeutic support/intervention that would run alongside a tutor provision.

**Who is the Provision being provided for – Name of Student.**
- Target Group age 4-18 years – Key stage 1, 2 & 3
- Primary and senior school students

**Where will the Provision be provided?**
- At students school
- If needed due to anxiety/depression/panic attacks initially at students home
- Suitable local venue
Does the Provider have its own written policies and procedures which are effective in providing its services?

- Updated safeguarding policies in place
- Updated health and safety policies in place
- All counsellors working on behalf of Alternative Approaches are appropriately qualified; registered members of a governing body equivalent to The National Counselling Society (NCS); are fully insured; access regular supervision and CPD to the standard agreed by their governing body; have up to date enhanced DBS & up to date safeguarding training

Will the Provider be expected to attend any meetings as a result of this contract? If so, which meetings and how often?

- Brief report can be produced for meetings if requested.

Will the Provider be expected to produce any reports? If so, what, who to and how often?

- Brief report will be provided at close of support. Due to confidential nature of therapeutic provision this will be brief and reflect engagement and impact only. It will not provide any detail of what is discussed within therapy.
- Brief review can be provided midway if requested.
Alternative Curriculum Education Centre CIC (ACE) – Stage 4

**Address:** Unit 2, New England Complex
Lincoln Road
Millfield
Peterborough
Cambridgeshire
PE1 2PE

**Contact Name:** Marie Carrick

**Telephone number:** 01733 687424 or 01733 897919

**Email:** marie-acetraining@hotmail.co.uk

**Age range of learner/key stage:**
11-16  KS 3 & 4

**Capacity:** 24 students

4 full time places 9.30am to 3pm Monday to Friday (27.5 hours per week) unless the student is a LAC child or has an EHC Plan in place.

20 part time places up to 18 hours per week (3 full days or mixture of morning and afternoon sessions totalling 18 hours).

**Which students are currently offered provision:**

Students not accessing mainstream education who may be on a part time timetable at school requiring additional provision

Students needing a more practical programme of activities

Students who are excluded or at risk of exclusion

Students refusing to attend school

Those students suffering physical or mental health conditions requiring a nurturing environment

Young people who display emotional, social or behavioural problems as long as they do not pose a significant risk, i.e. extreme violence or inappropriate sexual behaviour towards peer group

Those with poor school attendance/refusing to attend school who require a short placement

Students who are dealing with challenging life circumstances, such as difficulties in the home environment
**Brief description of curriculum offered:**

We offer BTEC and Edexcel qualifications through the Skilled for Life programme from Entry level to level 2 and offer individual unit certification.

Edexcel Functional Skills in Maths and English from entry level to level 2.

**The core accredited subject areas are:**

Construction including: Woodwork, Painting & Decorating, Bricklaying, Health & Safety and basic DIY skills.

Road Safety

Sport, Health & Fitness

Personal and Social Development

Work skills, Careers & Employability

Public Services

Catering & Hospitality

**New certificated courses for September 2019:**

First Aid

Health & Safety

Conflict Resolution

Anger Management

**Non accredited courses include:**

BMX & Bicycle maintenance and repair

Motorcycle repair and maintenance

Music Group: Guitar and drums tuition

Fishing and Conservation

Model Making & Model car racing

Arts & Crafts, Photography and Animation
Various sporting activities including: Gym, Ten Pin bowling, Ice Skating, Football, Bicycle Riding, Pool and Table Tennis

**Cost for an academic year/term/weekly or sessional basis:**

The Day Rate (9.30am to 3pm) from September 2018 is £80.00 per day.

Group rates (6 or more students) are also available for sessions at ACE (Price on application).

Placements are offered to suit the requirements of the agencies accessing our provision, no minimum or maximum term. Students can be placed on and off the programme as required throughout the year.

There is a 4 week cancellation period alternatively, another student may be placed into this slot with no additional fee.

**Expected outcomes for Students:**

Acquisition of BTEC and Edexcel qualifications including functional skills in Mathematics and English up to level 2 to facilitate entry to further education and apprenticeship programmes.

- Successful reintegration to mainstream school where possible
- Improved social interaction with peer group and adults
- Improved behaviour, confidence and self-esteem
- Improved relationships with family and wider community by reducing anti-social behaviour and teaching important life and social skills
- Employability:– preparing students for working life through a comprehensive programme of employability activities including; applying for a job, interview techniques, compiling a CV and personal presentation skills

Prevention of permanent exclusion and lowered risk of becoming NEET.

**Pastoral Support on Offer:**

- Close monitoring of behaviour and attendance given to referral agencies on a daily and weekly basis
- Support with transition and good communication with parents/carers
- Regular student tracking of progress and attainment termly and on request and comprehensive end of year report
• Liaison with other professionals working with the student, working closely with other childcare professionals to support each student

• Good behaviour management fostering positive outcomes

• A comprehensive PSD programme including visits from outside agencies including the police and visits to places of interest

Referral process:

ACE referral form or HSEP form, referral form via email or post and any supporting documents i.e. IEP, EHC Plan.

A visit with student, referral agency and parent/carer prior to placement

Student referrals are taken throughout the year to suit the referral agency

Quality Assurance:

Quality Assurance is carried out by referral agencies. We have quality assurance systems including an annual quality assurance visit by Edexcel our main qualification awarding body. Ongoing monitoring of student progress. Regular CPD for all our staff team including; First Aid, Child Protection, Health and Safety, Conflict Management and Positive Handling.

Quality assured by another organisation or Local Authority:

Cromwell Community College – March 2018
The Short Stay School for Norfolk – May 2018
Sawtry Village College – June 2018
Peterborough Pupil Referral Service – June 2019
A4S – Stage 4

Address:
129A Barkers Lane, Bedford. MK41 9RX

Contact Name:
Carl Yeowell (Project & Coach Support Manager)

Telephone numbers:
01234 272101

E-Mail: carl.yeowell@a4sbedford.com admin@a4sbedford.com

Transport:
Provision provides transport if required to collect and drop off students (included in the cost)

Age range of learners: Target group: Key stage:
Age (not key stage) 8 -18 years. Mainly 11 -18 years.
Children in Need Primary Project (Part funded) Age 8 -11

How many students can be accommodated:
5 or 6 Groups of 2 students a day. (Or 6 1-2-1’s a day).

Which students are currently offered provision:
- Students with EHCP’s
- Students not accessing mainstream education
- Students accessing mainstream education on reduced timetable
- Students excluded or at risk of exclusion
- Students with poor school attendance/refusing to attend school
- Students with mental health conditions such as anxiety and depression
- Students with physical health conditions such as ADHD
- Students with Autism/Asperger’s
- Students with difficult life circumstances/poor behaviour in school

Brief description of curriculum offered: (GCSE’s/A-Levels/Short courses etc.):
The following activities below are used to help engage young people. Whilst doing these activities or in between these activities we will help the young people with issues, skill development and personal development. We also provide a variety of Gateway Qualifications (Entry Level 1, 2, 3 and Level 1) and BTEC Level 2 qualifications and one BTEC Level 3 qualification through Pearson. (Our qualifications are listed in our prospectus – more information on exactly what we do can be found in the prospectus).
- Angling
- Arts and Crafts
• Aquarium Systems
• Estate Maintenance
• Life Skills Development including emotional literacy

**Cost for an academic year/term/weekly or sessional basis:**

Cost per session per student including transport – 1:2 £159

Cost per session per student half day including transport – 1:1 £187

Taster sessions (up to 4) with transport 1:1 - £200 per session per student

Taster sessions (up to 4) with transport 1:2 - £146 per session per student (if both students with same referrer).

1:1 full day £230

To take part in EHCP reviews/complete paperwork £50 plus relevant transport costs

**Expected outcomes for Students:**

• Positive changes in student’s attitude, motivation to learn, wellbeing, confidence and self-esteem
• Lowered risk of becoming NEET
• Completion of and acquisition of Gateway/BTEC qualifications
• Progression to Post 16 Provision
• Increased aspirations
• Increased interpersonal skills and improved relationships
• Improved behaviour
• Decreased criminal activity/anti-social behaviour
• Improved attendance
• Increased employability
• Improved personal and life skills
• Improved mental health

**Pastoral Support on Offer:**

All students are coached 1:1 or 1:2 with skills coaches/mentors. These coaches are very consistent in their approach to the student and are skilled at guiding them; having boundaries with behaviour and helping young people develop life skills, as well as coaching them in their agreed activities and qualifications. We also provide:

• Personal coach (consistently where possible during their time with us)
• Personal Development Reviews twice in the academic year and these also incorporate self-esteem work and discussion around aspirations.
• Emotional literacy and anger management if required and requested
• Soft outcomes measured
• Liaise with other professionals and attend professionals meetings when required
• Monitor behaviour and attendance with daily feedback reports to referrers
• Termly summaries of attendance and feedback
• Certificates of recognition when students achieve
• Identify barriers to learning and engagement
• Communication with parents and carers
• Behaviour Management
• Development of Life Skills
• Careers support
• Information re other services available

Referral process and intake period:

Via email/phone call.

A4S Referral form and medical consent form needs to be completed

Referrals can be made throughout the academic year.

What quality assurance processes do you have?

Quality review inspections annually by Gateway Qualifications, Pearson re our BTEC courses.

Yearly health and safety / Safeguarding inspections by Develop.

We have had OFSTED visit when inspecting alternative provision use by our local schools.

We use the PQASSO quality assurance framework.

We have regular Trustee meetings, annual general meeting, regular management meetings, weekly coach meetings, education committee.

Quality assured by another organisation or Local Authority and the date quality assured:

Yearly by Pearson (BTEC), Gateway Qualifications, Bedford Academy, plus others ad hoc.

Hertfordshire County Council February 2016.

Warwickshire County Council June 2018
Art Ed - Stage 2

Address:
35 Kings Road, St. Neots, Cambs, PE19 1LD

Contact: Linton Bocock

Telephone numbers: 01480 216708 mobile: 07885670378

E-Mail: linton.bocock@gmail.com

Age range of learners: Target group: Key stage:
11 -16 KS3/KS4

Capacity: How many students can be accommodated?
One- to-one work/ small groups of students taking place in host school.
One-to-one work off site (with students too ill/ distressed or, unable to attend school for other reasons).

Which students are currently offered provision:

- Students not accessing mainstream education.
- Students on a part time timetable.
- Students excluded or at risk of exclusion.
- Students suffering physical or mental health conditions.
- Students with poor attendance issues.
- Students who are refusing to attend school.
- Students who would benefit from activity based learning with the education process.
- LAC students or who were LAC.
- Students who are dealing with challenging life circumstances.
- Students with confidence issues.
- Students with low self-esteem.
- Students with challenging behaviour

Brief description of curriculum offered: GCSE’s/A-Levels/Short courses etc.):

I offer provision for one-to-one learning or, small groups of students with all levels of ability, across key stage 3 and 4. I use art and craft based learning to encourage the students to have faith in their ideas and learning ability in order to try to re-engage them in the education process.

My provision currently offer sessions that cover:

- Activity based learning in host school
- Unlocking Creativity
- Encouraging and developing original thought and ideas from concept to execution.
- Personal and social development
- Life skills to promote independence, confidence and self-esteem
- Team building, problem solving and communication activities in host school
• Using tools, materials and simple research techniques to promote a sense of purpose and encourage self-belief.

**Cost for an academic year/term/weekly or sessional basis:**

£35.00 per hour.

**Expected outcomes for Students:**

- Successful reintegration to mainstream school.
- Prevention of permanent exclusion.
- Lower risk of NEET, progression to post 16 provision.
- Positive changes in student’s attitude to learning, motivation, confidence and self-esteem.
- Improved behaviour.
- Attainment of vocational skills.
- Improved personal and social skills.
- Improved communication skills.
- Improved self-motivation in studies.
- An organised approach to project based learning.
- Development of personal and social skills.
- Improved attendance and punctuality.
- Employability.
- Reduce anti-social behaviour.

**Pastoral Support on offer:**

To be negotiated with host school in line with their in-house policy and requirements.

**Referral process: Is there a specific intake period:**

Referral process via host school in line with their in-house policy and requirements.

No specific intake period.
BDP Social Care Ltd – “Vision – Out of School Provision” - Stage 4

Address:
Centre 7, 7 Melbourne Avenue, March, PE15 OEN.

Contact Name:
George O’Brien or Lesley Dahle

Telephone number:
01354 655105 (Office)/07775 614099 (Mobile)

Office opening times:
Monday to Friday – 08.45 to 17.15.

Other: 24 hour Duty Manager and On Call service in place. Services are delivered 365 days of the year.

Service Availability:
Daily at times to meet individual needs but predominantly during school hours 8.30 to 16.30 hours, Monday to Friday.

Email: admin1@bainanddahle.co.uk

Transport:
Is provided according to need/as required.

Age range of learner/key stage:
All key stages.

Capacity:
We deploy staff to meet referral demand, where able.

Mission Statement
To provide a quality service; our mission is to support and safeguard children, work in partnership with parents and professionals to promote independence and empower individuals towards achieving positive outcomes for vulnerable young people in our society.

Vision – Out of School Provision
By valuing others we value ourselves; we challenge others and then together we can achieve anything. We believe you can achieve, succeed and be happy and that happy, successful people respect and value others.

Parents, Carers, Tutors and Referrers are a vital part of our 'togetherness' and success can only be achieved when we work in partnership.
Which students are currently offered provision:

Students not accessing mainstream education. Education packages provided are individualised to meet the needs of the young people. We aim to re-engage the students in education and this is a great strength of our service. 'Vision' works with pupils referred by Local Authorities, up to 25 hours weekly.

We are able to work flexibly alongside schools where young people are attending part time; either with or alongside existing provision.

We have a flexible approach and work with new placements to support the transition process; making it as positive an experience as possible for the young person.

The service completes individual risk assessments for each student, providing advice to staff as to how to minimise risk. Behaviour management guidance is also included in the assessments. We work with students who are experiencing physical and or mental health issues or have poor attendance in more mainstream education provision.

Brief description of curriculum offered: (GCSE'S/A- Levels/Short courses etc). Type of Provision – general description:

Our experience of supporting Education Other Than at School (EOTAS) has enabled us to use a range of strategies to engage children and young people positively and to work with them, referrers and tutors to support them to understand the value and importance of receiving and engaging with their education provision.

We accept and understand that the higher proportion of referrals made to our service are for children and young people who have been or who are on the edge of exclusion or transitioning to an alternative provision.

Our ethos, therefore, is to work to support students and to build upon their self-esteem to enable them to accept input from tutors and schools. We find that, working inclusively and being clear that our involvement is to assist them in accessing educational input and learning, students engage more positively with school or project work set for them.

Support is tailored to the individual needs of the students and aims to meet the needs of each child's plan, where in place. We work with referrers and tutors when drawing up the objectives of our support.

Where possible we work closely with parent(s)/carers encouraging their engagement with support services. We aim to meet with parents and carers once referrals are received and seek their agreement to work closely with the support being offered.

Our approach is generally tasked and child centred; aims to bring about change by focusing on the problem, not the person.

In school support:

We work with pupils displaying challenging behaviour within their school setting, offering them and their teachers the support they need to promote more positive behaviour.
Cost for an academic year/term/weekly or sessional basis:

£47.50 per hour, all inclusive.

Expected outcomes for Students:

Successful reintegration into mainstream school. As a service we work well with schools and as/when requested support a young people in transition to their permanent school.

- One to one support
- Prevention of permanent exclusion
- Completion of short term accredited or non-accredited courses, e.g. ASDAN
- Lowered risk of NEET, progression to mainstream post 16 provision
- Positive changes in students’ attitude to learning, motivation, confidence and self-esteem
- Signposting and referral to additional support, liaison with other professionals working with the student
- Enable integration to mainstream provision and support with transition.

Referral process/Specific intake period:

Referrals are accepted from LA, Education, Health and Social Care, and individuals referring privately. Enquiries and Referrals should be sent to:

admin1@bainanddahle.co.uk

Tel: 01354 655105

For attention of: George O’Brien or Lesley Dahle.

Quality assured by another organisation or Local Authority:

Cambridgeshire County Council.

Date quality assured:

September 2018
Bedazzle Arts Ltd - Stage 3

Address:
Bedazzle Expressive Arts, Youth Well Being Hub, West Wing Bottom, 37 Fairycroft Road, Saffron Walden, CB10 1ND.

Contact: Hannah Ware – Head of Education

E-Mail: hannah@bedazzlearts.com

Telephone: 07305062613

Transport: Provision is satellite. We can go to school, home, community centre (or equivalent). Transport for student cannot be provided.

Age range of learners; Target group; Key stage:
14 plus. Key Stage 3 and 4

Capacity: How many students can be accommodated:
Individual students and small groups up to 10

Which students are currently offered provision:
- Students not accessing mainstream education.
- Excluded or at risk of exclusion.
- Suffering physical or mental health conditions.
- Poor school attendance/refusing to attend school.
- Dealing with challenging life circumstances.

Brief description of curriculum offered. (GCSE’s-A Levels/Short courses etc.):
- Short courses ASDAN, Expressive Arts, Maths, PSHE, Food Wise, Gardening, Sports and Fitness, English and Maths.
- AQA Awards (small bitesize) expressive and performing arts.
- LAMDA and /Trinity Awards Grades 1-8. Performance, communication, mime, devising, musical theatre, pop and rock.
- ASDAN Certificate of Personal Effectiveness – PSHE and Personal Effectiveness.
- Peer Support and Well Being through AQA units.

Cost for an academic year/term/weekly or sessional basis:
£94 per hour.

Expected outcomes for Students:
- Completion of short term accredited and non-accredited courses.
- Lowered risk of NEET, progression to mainstream post 16 provision.
- Positive changes in student’s attitude to learning, motivation, confidence and self-esteem.
- Improved Behaviour
- Improved relationships with family and wider community.
- Attainment of vocational skills.
- Development of personal and social skills
- Improved attendance and punctuality
- Employability
- Reduce anti-social behaviour.

**Pastoral Support on Offer:**

- One to One support
- Access to experienced mentors
- Home visits to keep parents and carers informed
- Monitor behaviour and attendance
- Support with transition
- Identify barriers and solutions to learning and engagement
- Liaison with other professionals working with the student
- Interventions, progress etc. are regularly reviewed
- Personal Tutors
- Behaviour Management
- Information, Advice and Guidance
- Signposting and referral to additional support
- Support after leaving the provision.

**Referral process. Is there a specific intake period:**

A referral form is provided and we intake throughout the academic year.

**What quality assurance processes do you have:**

- Approval, monitoring and periodic review of programmes and systems
- Assessment of students (underpinned by courses)
- Quality Assurance of teaching staff
- Learning resources and student support
- Collection and analysis of data (case study reviews)
- Measuring and improving outcomes.
BERRY FIELDS ANIMAL ASSISTED EDUCATION & CONSULTANCY – Stage 4

Address:
Berry Field Stables, Gedney Broadgate, Cades Drove. PE12 ODG (NON POSTAL)

Contact Name:
Mrs Rachel Hartopp

Telephone Number:
07809445596

E-Mail: Rachel.hartopp@berryfieldsanimalassistededucation.co.uk

Transport:
Transport is not provided. Outreach sessions can be delivered in settings where appropriate.

Age range of learners: Target group: Key stage:
5 years upwards  EYFS, KS1, KS2 & KS3

Capacity: How many students can be accommodated:
6

Which students are currently offered provision:
Special Educational Needs, Mainstream outreach visits in schools, young people with mental health, anxiety and well-being needs.
In addition, we are happy to work with home educated pupils and pupils at risk of exclusion or poor attendance.
Our Equine Facilitated sessions are suitable for all and can be tailored to small group and individual sessions.

Brief description of curriculum offered: (GCSE’s/A-Levels/Short courses etc.):
Equine assisted learning is a way of helping individuals achieve their goals through interaction with horses.
Children, young people and adults can engage in learning through participating in therapeutic activities with horses.

- Bring learning to life
- Gain access to exceptional hands on animal experiences in your own setting.
- Teach responsibility and respect
- Increase motivation and boost self esteem
- Improve negative behaviours
- Communication skills
• Teamwork skills
• Develop Confidence
• Empathy
• Social inclusion
• Self-awareness and self-control
• Anger management
• Improve attendance
• Increased self-awareness and self confidence
• Support emotional and behavioural growth
• Support Social and Emotional Learning Competencies
• Personal self-development
• Improved communication skills and teamwork skills
• Animals are non-judgemental, attentive and perfect listeners, interacting with them can give a child / adult the confidence without realising they are learning.

Equine Facilitated Learning (EFL) involves non-riding interactions between humans & horses from the ground. The horse is generally considered the teacher and a human facilitator is there to help guide the participants on a journey of learning & understanding

Being with equines can teach us much about relationships and successful communication and getting to know individual horses through a range of activities such as grooming, haltering, leading and lunging, can help us become more aware of our own mental and physical processes.

Paying attention to our body language and physical sensations, may lead to a better understanding of our thoughts, feelings and behaviours.

**Why choose Equine Facilitated Learning?**

Horses don’t criticise, they are non-judgemental, sensitive, and responsive to intent. They can detect emotions and usually provide immediate and honest feedback. Most importantly horses don’t lie because they don’t separate how they feel from how they act.

Hence EFL offers a unique opportunity to explore behavioural issues in a non-confrontational way, encouraging the development of verbal and non-verbal communication skills. Opportunities for powerful metaphoric learning often arise and as self-awareness develops, we ‘grow’ as individuals, finding it easier to change our perception of ‘self’ and of ‘others’.

**When can it help?**

Clients who attend sessions often have low self-esteem or lack confidence. They may find relationships and social interaction difficult or feel anxious and depressed. Being with horses has many healing benefits and Equine Facilitated Learning has something to offer anyone who wants to learn more about themselves and their relationships. Building a successful relationship with a horse relies largely on the development of mutual trust and respect but skills such as concentration, observation and curiosity are also necessary. Practitioners may choose activities to encourage these skills, including how to manage and care for a large animal. This can be empowering, helping to improve confidence and self-esteem. Horses also offer affection and ‘connection’ through touch and stroking, both of which have been
shown to be therapeutic in the treatment of anxiety and depression. The sessions provide individuals or a group the opportunity to become engaged in situations that require interaction with the horse and participants, and for the participants to reflect on these experiences. The overall intent is to create opportunities for participant self-development and to internalize this awareness within the sessions and generalize it to other life situations.

Children, young people and adults have the opportunity to engage in learning through practical EFL sessions and forest learning opportunities.

Equine Facilitated Learning linked to individual needs, SEND, Mental Health & Well-being in addition to direct links with the national curriculum.

Within our school outreach program there are many obvious links with science, however individual programs can be tailored to the needs of the child/young person and other specific areas of the curriculum.

We also deliver outdoor forest learning within our setting. This enables us to teach a variety of core and foundation subjects.

As a qualified teacher of 19 years, qualified SEND Leader and experienced head teacher I am able to adapt and tailor individual educational programs to meet the needs of the young person.

All planned curriculums offered would be shared with parents and other setting if appropriate. We also work using a plan do and review process ensuring that every session is tailored to meet the needs of the child and can be differentiated to enable the child to get the most out of every session and accelerate progress.

Cost for an academic year/term/weekly or sessional basis:

Hourly sessions from £25 per hour delivered at Berry Field Stables

Morning sessions 9:30 – 12:00 from £75 per child

Full day 9:30 – 3:00 from £150 per child

School outreach packages 6 visits per school year £1200

Visit to setting £200 within a 20-mile radius of PE12. Additional transport costs may apply outside of this radius.

Expected outcomes for Students:

- Bring learning to life
- Gain access to hands on animal experiences
- Pupils gain greater understanding of responsibility and respect
- Increase motivation and boost self esteem
- Improve negative behaviours
- Increase communication skills
- Develop confidence
- Develop empathy
- Develop social inclusion
- Develop self-awareness and self-control
- Develop strategies to control and improve management of feelings
- Improve attendance
- Animals are non-judgemental, attentive and perfect listeners, interacting with them can give young people and adults the confidence without realising they are learning. Berry Fields aims to inspire other through the connection with animals to enhance and accelerate meaningful learning and experiences.

**Pastoral Support on Offer:**

We are happy for parents to visit, stay and when appropriate join in sessions at Berry Fields. We endeavour to keep parents informed at the end of every session/course.

All of our programs focus on wellbeing and positivity. We strive to empower young people, identify their barriers to learning with them and remove these through motivation and an enriched outdoor learning experience.

We feel it is vital to feedback to any appropriate professionals that work with young people and we are happy to attend or write written reports to other professional agencies when required.

We are experienced in dealing with behaviour management and de-escalation techniques when working with young people.

Having worked as a head teacher within Cambridgeshire for the last 4.5 years I am experienced and well connected, this enables Berry Fields to signpost young people and adults for additional support.

**Referral process: Is there a specific intake period:**

Referrals to our setting can be made through email. If working alongside another setting, we would require relevant SEND information to ensure the child/children receive the best provision and that their needs are fully met at our setting or through our outreach work.

**We are available to take referrals from September 2019 and can take referrals at any point throughout the year. In some cases, we can take referrals and book sessions at very short notice.**

**What quality assurance processes do you have:**

A statement of commitment is competed by any school setting that buys into our Bronze school package. After each EFL session schools will receive a note of visit. Specialised reports can be generated for further evidence towards EHCP, PSP, etc. Berry Fields is a private company with 19 years’ experience of working within education, special Educational needs and school leadership. Any volunteers who assist us have a very robust induction and training process.
**Cambridge Equine Assisted Learning (EAL) – ** **Stage 4**

**EAQ (Equine Assisted Qualifications)**

**Registered Address:** 18 – 2- High Street, Shaftesbury, Dorset, SP7 9JG.

**Provision Address:** Twentypence Road, Cottenham, Cambridge. CB24 8PP.

**Contact Name:** Sophie Keene

**Telephone numbers:** 01954 252578 / 07920 804907

**E-mail:** s.c.keene3005@gmail.com or sophie.keene@equineassistedqualifications.com

**Transport:**
Transport needs to be arranged by the company or organisation who would like the learner to attend our provision

**Age range of learners/Key stage:**
8 years and over - KS2, KS3, KS4

**Capacity:**
We usually operate on a ratio of 1-1. Maximum ratio 1 to 4, once students have been assessed for group work.

**Which students are currently offered provision:**
Students are currently attending EAQ centres who are: not accessing mainstream education – excluded/at risk of exclusion, poor school attenders, have mild to moderate learning difficulties, have social, emotional, behavioural difficulties, recently bereaved, or who have parents with life-limiting illness, have eating disorders, nonverbal, experiencing, challenging circumstances, e.g.: looked after children and young people.

**Brief description of curriculum offered: GCSE’s/A-Levels/Short courses etc.:**
A broad-based curriculum including individual units and qualifications at Entry 3, Level 1 and Level 2 which are accredited by OCN London including: Developing Personal Confidence and Self Awareness, Healthy Living, Improving Own Learning and Performance, Maths, Science. Level 1 Skills for Professions in Animal Care; Entry 3 and Level 1 Progression; Entry 3 and Level 1 Employability Award, Certificate and Diploma.

**Cost for an academic year/term/weekly or sessional basis:**
£57.50 per hour per student.

**Expected outcomes for Students:**
Outcomes will depend on the individual student and will be discussed at the outset. We have evidence to show that the following:
- Successful reintegration into mainstream secondary school/other special school, primary school and then successful transition to secondary school.
- Completion of accredited short courses.
- Positive changes to student’s attitude to learning, behaviour, motivation, self-esteem, self-confidence, self-awareness.
- Improved behaviour, including improved self-regulation and understanding of triggers – improved relationships with peers and local community.
- Attainment of vocational units.
Pastoral Support on offer:
- One to one support
- Portfolio evidence
- Constant record of development through schemes of work and lesson plans.

Referral process – Specific intake period:
Referrals to us are usually made via email or personal contact with school staff. There is no specific intake period. We are open all year round, including school holidays.

Quality assurance processes:
EAQ has been accredited by the Scottish Qualifications Authority and OCN London, two awarding organisations in the UK. This is a rigorous accreditation process which covers the qualifications of staff, learning resources, systems and procedures, policies and quality assurance processes and procedures.
EAQ has also been awarded the prestigious Investors in People standard.
Facilitators are fully trained and observed annually. They take part in 50 hours of continuing professional development each year.
Assessment of students is by qualified assessors, who are assessed, by qualified internal verifiers, who then verify the evidence.
Learning resources include access to horses and the outdoors, along with all the resources necessary for a safe interaction to occur as well as paper-based and internet-based resources specially designed to support the student's learning.
We collect data from all 15 EAQ centres and use this to inform future development, measuring outcomes.
We are very proud of the students who have contributed to the current 100% success rate for the attainment of vocational units.

Quality assured by another organisation or Local Authority?
Wiltshire. South Gloucestershire.
Cambridge Sports Development Foundation – Stage 3

Address:
C/O Cambridge Rugby Club, Grantchester Road, Cambridge, CB3 9ED.

Contact Name:
Simon Leader – Head of Foundation

Telephone number:
07854 085338

E-Mail: foundation@crufc.co.uk

Transport: Transport is available for off-site activities and transport to the club venue if needed.

Are range of learners: Target group: Key stage:

Capacity: How many students can be accommodated?
Up to 6 students per day (10am – 3pm per day, maximum of 3 days per student per week)
Up to 3 students per half day (10am – 12:30pm or 1pm - 3:30pm including travel time) provision at Cambridge Rugby for students within a 5 mile radius of the club (transport included)
Up to 4 students per hour for the 1:1 and small group mentoring/career development sessions.

Please note, the numbers of students that we can accommodate will grow as we develop.

Which students are currently offered provision:
Students not accessing mainstream education or those who may be on a part time timetable at school requiring additional provision.
Students needing a more practical programme of activities, those motivated by sport and those in need of more vocational approach to learning in order to achieve their next steps, post 16 in particular.
Students who are at risk of exclusion.
Students refusing to attend school.
Young people displaying emotional, social and behavioural problems (as long as they do not pose significant risk, i.e. extreme violence or inappropriate sexual behaviour towards their peer group).
Those with poor school attendance/refusing to attend school who require a short placement.
Students who are dealing with challenging life circumstances, such as difficulties in the home environment.

Further education opportunities for post 16 learners and a continued pathway after school, including support post 18 as well.

**Brief description of curriculum offered: (GCSE’s/A-Levels/Short courses etc.):**

We offer NCFE certified qualifications from Entry Level to Level 2 as well as individual unit certification and short courses.

We will have a focus on the following subjects…

Sports Coaching and Sports Leadership
Health and Fitness including Gym Instructing
Personal and Social Development, including Money Management
Work Skills, Careers and Employability

We will have access to additional value adding qualifications…

The Duke of Edinburgh Award (pending application to deliver)
First Aid at Work
Sports Coaching Qualifications
Sports Officiating Qualifications

**We will also offer non accredited courses based around…**

Sporting Values such as Discipline, Respect, etc.

Further leadership and volunteering opportunities

**All of our work includes access to various sporting activities including –**

Rugby Union
Football
Gym
Ten Pin Bowling
Mountain Biking
Cycling
Swimming
Rock Climbing
Kayaking
Basketball

Tennis.

**Cost for an academic year/term/weekly or sessional basis:**

The day rate for our provision (10am – 3pm) from September 2019 is £80 per student per day. (Maximum 3 days per week per student).

The half day rate, including transport (within a 5 mile radius of Cambridge Rugby Club) is £40 per student per half day.

One on One and small group mentoring and career guidance sessions £50 per hour per student (maximum of 4 students per hour at specific times through the week).

**Expected outcomes for Students:**

While it is important to understand the outcomes, I think it is also important to explain HOW we will arrive at these outcomes…

The key is the right people in our organisation working with your students. We will provide consistent and reliable role models for the young people involved in our programmes. We have a passion and the experience to help make a difference to these young boys and girls using sport and its values to engage them in our activities. We realise that this is a journey for them, and we want to help them on that path. We recognise that this journey will take time but we are ready to adapt, change and take risk to meet the student needs.

**Outcomes -**

The acquisition of nationally recognised qualifications which add value to each individual and can be tailored specifically to each learner will be a clear outcome of our programmes.

The development of strong personal values using sport as the catalyst while providing opportunities to benefit from being part of a team and working with consistent strong role models.

Successful reintegration into mainstream education where possible.

Improved social interaction and confidence with peer group and adults.

Improved behaviour, confidence and self-esteem.

Improved relationships with family and wider community by reducing anti-social behaviour and teaching life and social skills.

Employability through preparing students for working life through a comprehensive programme of employability activities including but not limited to, looking for a job, applying for a job, interview techniques, writing a CV, presentation skills, etc.

**Pastoral Support on Offer:**

Close monitoring of behaviour and attendance given to referral agencies/schools on a daily basis.
Support with transition along with good communication with parents and carers.

Continual tracking of student progress and attainment, which can be requested as part of a termly or yearly report.

Positive behaviour management

One on One support opportunities and low numbers to staff ratios but with a consistent group of staff members.

Continual training and good practice learning from other providers, schools and professionals from this area.

A well thought out Personal and Social Development programme including visits to and from outside agencies such as the emergency services, etc.

Referral process: Is there a specific intake period:

CSDF referral form online or via post along with any supporting documents.

Student visits, direct contact with schools and referral units for discussions prior to placement.

Student referrals are taken throughout the year and packages can be tailored to suit the individual and/or the referral agency or school.

What quality assurance processes do you have:

NCFE will also quality assure our provision of the specific course and our site, including external and internal assessments.

Regular staff CPD and ‘Golden Hour’ good practice meetings to ensure standards are high and that we all maintain qualifications in First Aid, Child Protection, Safeguarding, Prevent, Mentoring, etc.
Cambridge TBAP AP Academy – **Stage 4**

**Address:**
Ascham Road, Cambridge. CB4 2BD

**Contact:** Tony Machin – Head of the School

**Telephone Number:**

**E-Mail:** tmachin@tbap.org.uk

**Transport:**
A limited number (11) of learners are able to be picked up from key points across Cambridge City via the school minibus. This can be negotiated between the Head of School and referring school

**Age range of Learners: Target Group; Key stage:**
KS3 & KS4 11 to 16 years

**Capacity: How many students can be accommodated?**
We are a 35 place provision

**Cost for an academic year/term/weekly or sessional basis:**
£11,311 per student for the academic year.

**Which Students are currently offered provision?**
- Permanently Excluded students
- Managed Move students
- Learners suffering from physical or mental health
- Learners who are dealing with challenging life circumstances
- Learners who are unable to access mainstream education as a result of persistent poor behaviour
- Learners who are at risk of exclusion

**Brief description of curriculum offered: (GCSEs/A-Levels/Short courses etc.):**
- GCSE English
- GCSE Mathematics
- GCSE Science
- BTEC Food Technology Level 1 and 2
- Physical Education
- BTEC Work skills Level 1
- DT/Arts
- Non examinable – PSHE/Careers/Enrichment.

**Expected outcomes for Students:**
• Where possible and appropriate, KS3 learners are reintegrated back into a mainstream setting.
• Acquisition of GCSE and BTEC qualifications. The majority of learners will achieve 5 GCSE grades (or equivalents).
• Completion of short term accredited and non-accredited courses.
• The curriculum offers a balance of academic and vocational qualifications.
• Lowered risk of learners becoming NEET.
• KS4 students securing placements on Post 16 courses.
• Work Experience is offered in Years 10 and 11 in conjunction with our careers programme and links with CIAG. Employability skills are of paramount importance to our learners.
• Improved behaviour, attendance and punctuality.
• Positive changes of Learner attitudes to their learning and to self-confidence.
• Improved relationships with school, peers and family show improvement over time.

Pastoral Support on offer:

• 1:1 support through learning guides, learning support professionals and multi-agency support.
• Home visits when required. Regular parental/carer contact via phone/email/letter.
• Behaviour and attendance is monitored at SLT level and at a TBAP Trust level. Behavioural issues are addressed by a multi school team.
• All learners at KS4 are supported with their transition to Post 16 from the CCC Transitions Adviser who visits the school weekly and the schools post 16 Co-Ordinator.
• TBAP’s Values are Resilience, Compassion and Innovation. These values sit at the heart of everything that TBAP academies do.
• At Cambridge AP Academy (CBAPA) we work closely with MST, Educational Psychologists, EWO, EIO, Psychiatric Services and other external agencies to ensure all learner information is shared and learners’ needs are met.
• Interventions for all learners are reviewed on a weekly basis (sometimes daily) to ensure that all individual learners’ needs are met.
• Each learner is assigned to a tutor group within their year setting and has their own Learning Guide and Learning Support Professional.
• At CBAPA we have excellent relationships with the Local Authority and utilise their input, expertise and experience to ensure our learners receive the highest levels of support.
• At CBAPA we work to a Behaviour for Learning model to help learners moderate challenging behaviours.
• IAG and CIAG are delivered to all learners during tutor time and SMSC lessons.
• Guidance and advice from specialist services and external speakers, who work directly with individuals and groups of learners.

Referral process: Is there a specific intake period?
We take referrals at any time of the academic year. All commissioning schools have completed a service level agreement with TBAP MAT.

As part of our referral process we require an **EHA** (Early Help Assessment) and an **IAEP** to be completed for all learners.

In addition, we require the following information before we can proceed with any referral:

- Completed TBAP Learner Transfer form
- attendance certificate (most up to date)
- behaviour log
- exclusion data
- Full details outlining the reason for referral and all supportive interventions that have been put in place by the school
- KS2 Data
- Latest subject attainment data
- List of GCSE subjects (with options)
- Last school report
- CP File (once referral has been agreed)

Referrals are sent to the **Head of School, Tony Machin**.

The email address is: tmachin@tbap.org.uk

**What quality assurance processes do you have:**

- We are part of the Ofsted Inspection framework and are inspected according to Ofsted timeframes. In addition, the school takes part in an annual Dynamic School Review, carried out by TBAP School improvement team.
- Systems and Programmes are reviewed annually by the TBAP Board across the Trust.
- Assessment of students is taken on half termly and termly basis and is analysed for trends by subject specific staff and SLT.
- This information forms the basis for specific interventions to be used for individual learners or groups of students.
- Quality of teaching is reviewed through formal lesson observations for all teaching staff, learning walks and work book scrutinies.
- All information is logged and tracked on SIMS and learner progress is recorded onto Pupil Asset.
- Cambridge AP Academy reports on all aspect of learner progress 3 times per year to the Local Advisory Board, Regional Advisory Board and to TBAP Trust Board. Cambridge takes part in an annual Dynamic School Review, carried out by external TBAP Executive leads.
City College Peterborough – **Stage 4**

**Address:**

City College Peterborough – John Mansfield Campus,
Western Avenue, Peterborough. PE1 4HX.

**Contact:** Tiana Roddis - Study Programme Manager

**E-Mail:** troddis@citycollegepeterborough.ac.uk

**Telephone number:** 01733 761 361 Extension 819

**Transport:** Transport arrangements vary for each individual provision.

**Age range of learners: Target group: Key stage:**

14-19 (25 SEND), Key stage 4, Post 16.

**Capacity: How many students can be accommodated:**

Learners join a discreet provision that blends into the study programme. Providing a space is available, a learner can join.

**Which students are currently offered provision:**

- NEET
- SEND
- YOT
- Social, Emotional and Mental Health
- Challenging Behaviour
- Mainstream learners

**Brief description of curriculum offered: (GCSE's/A Levels/Short courses etc.):**

Individualised and bespoke programmes available. Full and part time courses in the following vocational areas:

- Business Administration
- Motor Vehicle
- Occupational Studies
- Step Up - Non- specific vocational pathway
- Hairdressing
- Childcare
- Health & Social Care
- Skills for Independence
- Citizenship
- Social enterprises run at the Industry Hub
- Functional English & Maths
- GCSE English & Maths
Cost for an academic year/term/weekly or sessional basis:

All costs are individually worked out to ensure the needs of the learner are met.

Expected outcomes for Students:

All learners will be individually assessed and targets set according to their learning profile. Some expected outcomes could include:

- Increased attendance
- Achievement of a qualification
- Increased confidence
- Ability to regulate emotions in a more controlled manner
- Be able to demonstrate achieve participation in a classroom setting
- Improved time keeping
- Being an active member of the college community
- Demonstrating a positive attitude
- Decrease in the number of self-harm attempt
- Become an independent traveller
- Participate in a work placement.

Pastoral Support on Offer:

Wellbeing team are accessible to all students and are able to signpost or make referrals to other agencies such as:

- Drink/Drug sense
- Sexual Health
- Counselling
- Mentoring
- Anger management.

Home visits are available – but will be charged.

- Attendance and behaviour monitoring
- Transition support
- Attendance and advocacy at external meetings.

Referral process: Is there a specific intake period:

Referral Form – Wellbeing & Inclusion Manager. No specific intake period.

What quality assurance processes do you have:

- IQA of learners work
- External Verifiers
- SAR/QIP
- Balance Score Card
- Month end reporting and analysis
- MIS analysis
- Extended GAP analysis.
Have you been quality assured by another organisation or Local Authority: Yes – Matrix. 2018.
EDLounge Ltd – *Stage 4*

**Address:**
EDLounge Ltd, Aston House
Campbell Way
Dinnington
Sheffield
South Yorkshire
S25 3QD

**Website:**
www.edlounge.com

**Contact Name:**
Wesley Hewitson

**E-Mail:**
wes@edlounge.com

**Telephone Number:**
01909 776 899

**Transport:**
Provision is web based. Distance learning

**Age range of learner/key stage:**
6 – 19 year olds/ KS2 – KS4

**Capacity:**
Unlimited as learning is online.

**Which students are currently offered provision:**
The provision is predominantly used by students who are not accessing mainstream education, so are; in inclusion units, on exclusions, school refuses, persistently absent, on medical absence (for both physical health and mental health reasons), school phobic students and young offenders. The system is also designed for students who are; looked after children on a PEP, disengaged/demotivated, on pupil support, students with low literacy/low numeracy (including EAL and ESOL students) and transition students.

**Brief description of curriculum offered: (GCSE’s/A-Levels/Short courses etc.)**

EDLounge’s curriculum content covers GCSE;
- Maths
- English language
- English Literature
- Physics
- Biology
- Chemistry
- History
- Geography
- Science
- PE
- French
EDLounge also offers numerous courses that will allow your learners to gain qualifications in the following subjects:

- Construction: Level 1 & 2 (Next Generation) (NQF) – 600/6817/6
- IT: Level 1 & 2 (Next Generation) (NQF) – 600/4789/6
- PE: Level 1 & 2 (Next Generation) (NQF) – 600/4779/3
- Media: Entry, Level 1 & 2 (Next Generation) (NQF) – 600/6831/0
- Applied Science: Level 2 (Next Generation) (NQF) – 600/4787/2
- Hospitality: Level 1 & 2 (Next Generation) (NQF) – 600/7044/4
- Business Studies: Level 1 & 2 (Next Generation) (NQF) – 600/4786/0

We can also offer Functional skills for ICT, English and Maths at Entry Level, Level 1 and Level 2.

**Cost for an academic year/term/weekly or sessional basis:**

Cost is based upon an annual subscription and varies in price dependant on the packages you are looking for. Please call us or visit our website for further information.

**EDLounge – Prices 2019/2020:**

(All prices +VAT)

As of 2019/2020

*All seats are interchangeable between your students*

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<tr>
<th>EDLounge</th>
<th>New</th>
<th>Renewal</th>
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<tr>
<td>2 years, 5% Reduction</td>
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<tr>
<td>3 years, 10% Reduction</td>
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<tr>
<th>EdClass (includes basic EdLounge package) (EDLounge Teachers Supporting)</th>
<th>1 Year</th>
<th>New</th>
<th>Renewal</th>
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</thead>
<tbody>
<tr>
<td>Single Student / Single Seat (does not include whole school EDLounge Package)</td>
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<td>£3,000</td>
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<tr>
<td>2 Seats</td>
<td>£6,750</td>
<td>£5,500</td>
<td></td>
</tr>
<tr>
<td>3 seats</td>
<td>£8,500</td>
<td>£7,250</td>
<td></td>
</tr>
<tr>
<td>5 seats</td>
<td>£11,000</td>
<td>£10,000</td>
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</tr>
<tr>
<td>10 seats</td>
<td>£16,950</td>
<td>£15,500</td>
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</tr>
<tr>
<td>Seats 11+</td>
<td>£1,050 each</td>
<td>£1,050</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EDVirtual (includes basic EDLounge package) (Schools Teachers supporting)</th>
<th>1 Year</th>
<th>New</th>
<th>Renewal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-10 seats</td>
<td>£2500 + £800 per seat</td>
<td>£2000 + £750 per seat</td>
<td></td>
</tr>
<tr>
<td>11-19 seats</td>
<td>£2500 + £725 per seat</td>
<td>£2000 + £700 per seat</td>
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<tr>
<td>20-29 seats</td>
<td>£2500 + £550 per seat</td>
<td>£2000 + £525 per seat</td>
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<tr>
<td>30-39 seats</td>
<td>£2500 + £350 per seat</td>
<td>£2000 + £325 per seat</td>
<td></td>
</tr>
</tbody>
</table>

*Payment must be received 14 days from invoicing or subscription will be paused. Any late payment may incur charges. EDClass and EDVirtual package elements will not be activated until full payment has been received due to the live content and safeguarding protocols.

Expected outcomes for Students:

- Successful reintegration into mainstream School.
- Prevention of permanent exclusion.
- Acquisition of BTECs or other qualifications.
- Attainment of vocational skills.
- Completion of short term accredited and non-accredited courses.
- Lowered risk of NEET, progression to mainstream post 16 provision.
- Positive changes in Student’s attitude to learning, motivation, confidence and self-esteem.
- Improved behaviour
- Improved relationships with family and wider community.
- Employability.
- Reduce anti-social behaviour.
- Improved attendance
- Re-engagement with education
- Reduce anxieties in students with long term health needs

Pastoral Support on Offer:

- Support is available from EDLounge tutors and supervisors who are uniquely trained to have a wealth of knowledge and understanding of the EDLounge; methodology, system, lesson content, qualifications and practical elements.
- Support and supervision to any learner that is on the system, whether they are on- or off-site. Students are able to ask for and receive help, feedback, comments and direction from our support officers, meaning that all students can progress through EDLounge.
- Our expert support officers have an extensive knowledge of the qualifications we offer and put into place an exclusive pre-assessment, assessment and feedback service for the students, alongside safe supervision.
- Students receive online and live classroom support from EDLounge tutors, supervisors and/or school nominated supervisors.
- Putting into place of; pre-assessment, assessment and feedback services that are specific to students (individually or as target groups)
- Matching of assessment policies/structure to our system, so that everyone can adhere to the same policies, procedures, rewards and sanctions.
- Home visit process (to be completed by school/academy)
- Parent Portal to keep parents/carers informed (with access to learning resources)
- Attendance, behaviour and progress monitoring available in reporting tools (accessible at all times)
- To help students gain qualifications, a range of live practice and mock exams have been added to EDLounge, so that students are able to prepare themselves for the next generation BTEC courses, Functional Skills courses and GCSE’s.
Specific intake period: N/A

Quality Assurance Processes:

Constant communication with (and employment of) a principal examiner, executive head teacher (and senior management team) of a MAT and a corporate safety adviser to ensure quality of;

- content and learning resources (maintained and up to date linking to examination boards programmes of study including; AQA, ncfe, City & Guilds and edexcel),
- student, teacher and programme monitoring,
- periodic reviews of programmes and systems,
- student support and assessment,
- Student safety and engagement,

Attendance:

- Registration points for all students accessing the live classroom or individual support from EDLounge tutors, supervisors and/or school nominated supervisors.

EDLounge has comprehensive safeguarding and child protection policies to ensure a clear framework for supporting all learners. EDLounge has a unique built in alert system so that learners have instant support from EDLounge tutors, supervisors and school staff if needed.

Quality assured by another organisation or Local Authority?

Work with schools all over the UK, including internationally India, Saudi Arabia and South Africa.
In the UK we work with over 200 Primary and Secondary Schools / Academies
EDLounge Ltd supports pupil referral units cross 6 counties.

EDLounge is also a government approved supplier:

We are one of 32 providers selected by the governments Flexible Learning Fund to deliver training and education to adult learners in new and innovative ways, as you can see in this link https://www.gov.uk/government/news/multi-million-pound-fund-for-adult-learning-announced
The E-Learning Service Ltd - Stage 4

Address:
YMCA Norfolk, 35-37 Exchange Street, Norwich NR2 1DP

E-Mail: Jamie Holland, E-Learning Service Manager
Email: e-learning@ymcanorfolk.org
Phone: 01603 340874/ 07849087955

Transport:
Provision is web based.

Age range of learners: Target group: Key stage:
KS4, KS3, KS2, KS1 and post 16

Capacity: How many students can be accommodated:
There is no maximum capacity

Which students are currently offered provision:

- Students not accessing mainstream education.
- Excluded or at risk of exclusion.
- Suffering physical health conditions.
- Suffering from social, emotional or mental health conditions including anxiety.
- Poor school attendance/refusing to attend school.
- Dealing with challenging life circumstances.
- Students with ASD.
- Teenage mothers.
- Students travelling out of county with their family.

Brief description of curriculum offered: GCSE’s/A-Levels/Short courses etc.:

The E-Learning Service offers individually tailored provision for students based on their learning needs, ability levels and school course.

Lessons are set, marked and commented upon by qualified subject teachers and can be done by the student at any time of the day or week. This allows flexibility where illness or other commitments prevent a fixed schedule. Those with SEMH, ME and ASD particularly value this flexibility and many students with anxiety prefer this option because they can work independently without having to share virtual or class lessons with other students.

Except where noted, all major exam boards can be supported.

Maths: GCSE (including Higher). Functional Skills (Entry to level 2); KS2 and KS3 Maths

English: GCSE and iGCSE. Functional Skills (Entry to level 2); KS2 and KS3 English
Science: GCSE (including Higher) and iGCSE in Science, Biology, Chemistry, Physics. KS2 and KS3 Science; A Level teaching is also available.

Childcare: Lessons at all levels; GCSE possible with school covering practical placements.

History: GCSE and iGCSE (Edexcel Board preferred). KS2, KS3 History

Geography: GCSE and iGCSE. KS2, KS3 Geography

Languages: French GCSE (including Higher). KS2, KS3 French

ICT: Functional Skills; KS2, KS3 ICT

Computer Studies: GCSE

Business Studies: GCSE and iGCSE; Short course available. KS2, KS3 Business Studies

Religious Studies: GCSE and iGCSE; Short course available. KS2, KS3 RS.

'Interest' subjects (for engagement and not leading to a qualification): Small Animal Care; Graphics, Art, History of Art, Politics, Motor Vehicle Maintenance Theory, Conservation.

Cost for an academic year/term/weekly or sessional basis:

2019-2020: £35 + VAT each week (term time only) for a subject. This comprises 4 hours of provision with equipment provided at no extra cost.

Expected outcomes for Students:

- Successful reintegration to mainstream School
- Avoidance of permanent exclusion
- Acquisition of GCSE’s, A-Levels and other qualifications
- Lowered risk of NEET, progression to mainstream post 16 provision
- Positive changes in student’s attitude to learning, motivation, confidence and self-esteem
- Physical well-being if attendance at school includes physical risk (teenage mothers; those with chronic conditions requiring care)
- Improvement in mental health and reduction of anxiety by learning out of school or mainstream class
- Greater attainment for students with ASD who prefer working away from class
- Employability.

Pastoral Support on Offer:

- An initial home visit by a qualified teacher with supplementary visits an option
- All computer equipment provided at no charge when needed
- Weekly access via webinar for students with their subject teachers
- Safe and secure online email access for students with their teachers
- Easy access to support, information & guidance for student and families from the office by text, phone and email with signposting to other agencies when appropriate
- Easy access to support and information for schools by email and phone.
• Monitoring of work/attendance every two weeks with letter updates to schools where there are concerns about work
• An option to change to weekly monitoring for a small additional charge
• Termly reports for all students in each subject
• Termly merit certificates when students have worked well
• Password access to student sites for parents/carers and schools for additional monitoring
• Liaison with schools regarding curriculum, coursework and other requirements for exam entries
• Acting as exam office for pupils needing private exam entries (for example post 16 EHCP candidates)

Referral process: Is there a specific intake period:

Referrals can be made at any time in the school year and provision can end at any time with no notice period after an initial 6 week period.

What quality assurance processes do you have:

• Approval, monitoring and periodic review of programmes and systems
  Processes and systems have been improved over the 15 years since the Service started. Programme adapts according to the need of schools with improvements in line with Ofsted and other requirements.
• Assessment of students
  This takes place by subject teachers at the outset and progress is reviewed termly by them for reporting purposes. Two-weekly alerts are raised with schools if work is not completed by students and progress is not being made; this often results in feedback from schools with further analysis and reassessment of the type and level of work set.
• Quality assurance of teaching staff:
  Only qualified and experienced teachers are recruited with preference given to those still working part-time in schools. Oversight of work and lessons is carried out in response to student, carer/parent and school queries about level and appropriateness. The core team of qualified teaching staff oversee student lessons and will make changes when required. Teacher training is made available as curriculum and other changes are introduced. Occasional in-depth reviews of lesson take place, with the quality of English and Maths being assessed by Norfolk Advisers in July 2016. As a consequence, an additional staff member and former adviser was recruited to cater for the most able students in English.
• Management information systems & Collection of data
  All data relating to student work, grades and teacher comments is available online. Schools are given password protected access to data which is collected automatically on the site.

Quality assured by another organisation or Local Authority and the date quality assured:

The E-learning Service was until recently a Norfolk County Council Service to Schools and was assessed for an Alternative Provision Directory created in 2015 by the Norfolk Short
Stay School. It is included in Norfolk’s SEND offer with students continuing to be referred by the Norfolk CC SEND team. In July 2017, it was assessed for the SLA of the trust overseeing all PRU provision – The Short Stay School, for Norfolk, part of the Engage Trust. It continues to be a Trusted Supplier to Educator Solutions, a Norfolk County Council traded enterprise.

July 2015 (NCC; SSSfN); August 2016 (NCC SEND team); July 2017 (SSSfN); August 2017 (SEND team). From 2016 a trusted supplier to Educator Solutions, NCC.
Farm Club Ltd – **Stage 4**

**Address:**

The Old Pig Farm, Meadow Lane,
St Ives, Cambridgeshire. PE27 4LG.

**Contact name:**

Carol Bailey

**Telephone number:**

07887576064

E- Mail: carol@farmclub.co.uk

**Transport:**

Students will need to provide their own transport.

**Age range of learners: Target group: Key stage:**

All ages.

**Capacity: How many students can be accommodated? :**

Four students at any one time/visit.

**Which students are currently offered provision:**

All students are offered provision at Farm Club. An Induction will be offered prior to initial visit on the following basis:

Staff and volunteers at Farm Club are responsible for offering the facility and the activities. Should any student attending sessions have any reported violent behaviour issues or are a flight risk this must be outlined prior to their visit.

If it is decided any behaviour poses a risk to either staff or other students we would be requesting the student is accompanied by either teacher, tutor or TA. We have a zero tolerance approach to violent behaviour to ensure our sessions and space remain safe for all involved. Should an incident occur we would require the teacher, tutor or TA to escort the student from the premises immediately and therefore have their own means of transport, members of Farm Club staff are not restraint trained.

We have a unique and positive facility to offer with a new enclosed garden and educational play space, which is extremely beneficial to those who are fortunate to attend. The above policy is outlined to guide referrers and to outline our commitment and dedication to health and safety.

**Brief description of curriculum offered: (Short courses offered):**
Life skills, animal husbandry, growing, planting and harvesting food. Rearing of small animals. Nutritional value of foods. Hatching and incubating eggs.

Students who visit the Farm on a one to one basis or in small groups have the chance to explore and learn all areas of the day to day running of the farm and animal husbandry.

We have devised a teaching plan to help students understand where our food comes from. This is split into four groups. These four groups help students to recognise what we grow and how we grow it. What foods we pick, leaving the tree, plants, hedges etc. to fruit again. Foods they we take from animals, i.e. milk, eggs etc. and foods that we rear animals for. The remaining group is foods that we make, things we manufacture and the nutritional values. Students relate to this very quickly and this helps to implement the requirements of animal care following the RSPCA guidelines of the ‘5 Freedoms’.

This teaching method is suitable for all age groups and practical sessions are adapted accordingly.

Costs for an academic year/term/weekly or sessional basis:

Sessions are £45 per hour per student.

Expected outcomes for Students:

- Positive changes in attitude.
- Learning motivation.
- Improved behaviour.
- Confidence and self esteem
- Respecting animals and their environment.
- Working independently and following clear instructions.
- Working in a team and helping others.
- Improved relationships.
- Attainment of vocational skills.
- Development of personal and social skills.
- Improved attendance and punctuality.
- Employability.
- Reduce anti – social behaviour.
- Successful work experience placements.

Pastoral Support on Offer:

- One to one support.
- Access to experienced mentors.
- Home visits if required. Parents and Carers are invited to Farm Club.
- Monitor behaviour and attendance.
- Support with transition.
- Identify barriers and solutions to learning and engagement liaison with other professionals working with the Student.
- Interventions, progress, etc. are reviewed regularly.
Access to locality Team support can be arranged.
- Behaviour management.
- Information, Guidance and Advice.

**Referral process: Is there a specific intake period:**

Referrals are via email, telephone. There is no specific intake period.

**What quality assurance processes do you have:**

Members of staff are very experienced in assisting with young people in the community and learning environment. We are dedicated to helping students in our care. We demonstrate excellent learning in a kind and caring environment. We are happy to offer testimonials on request.

**Have you been quality assured by another organisation or Local Authority?**

No.
1st Staff Tuition – Stage 4

Address:
Jubilee House, Great Warley, Brentwood, Essex CM13 3FR

Contact Name:
Richard Brown

Telephone number:
01992 610870 / 07581 533863

E-Mail: Richard@1ststaff.co.uk

Transport:
The outreach service can provide transport without additional charge. Every case is individually risk assessed. All teaching and tutoring staff who are able to provide transport will hold the correct business insurance and valid MOT certificate.

Age range of learners: Target group: Key stage:
Early Years – Key stage 5. (up to and including 25 years old with an EHCP)

Capacity: How many students can be accommodated:
As an outreach service there is no limit to the number of students we can accommodate.

Which students are currently offered provision:
- Students not accessing mainstream education.
- Excluded or at risk of exclusion.
- Suffering physical or mental health conditions.
- Poor school attendance/refusing to attend school.
- Dealing with challenging life circumstances.
- Students that could benefit from therapeutic input, Art/Drama/Music Therapy.
- Students with Dyslexia or those undiagnosed.
- Students disengaged from education.
- Children in care.
- Unaccompanied minors

Brief description of curriculum offered: GCSE’s/A-Levels/Short courses etc.):
We are able to offer National curriculum core subjects such as:
- Maths
- Science
- English
- PSHE
- Citizenship
- Humanities
- PE (activities)
- Topic work
- Functional skills
- ASDAN youth award
- GCSE (Registration for exams must be arranged by the referrer)
- A levels (Registration for exams must be arranged by the referrer)
- Pathway course leading to place at college
- **Arts award** (interest led qualifications) benefits of this are: a stable careers programme, learning from career and labour market information, addressing the needs of each pupil, linking curriculum learning to careers, encounters with employers and employees, experiences of workplaces, encounters with further and higher education, personal guidance.
- **Therapy** (Art, drama, music, play) HCPC registered therapists available for one to one or small group sessions

**Cost for an academic year/term/weekly or sessional basis:**

The service cost is:

- £50 – £65 per hour on a 3 hour a day minimum booking charged termly for one to one support. Depending on staffing level required

- £70-£90 per hour for therapeutic input 12 week minimum booking 1 session per week more if required.

**Expected outcomes for Students:**

- Successful reintegration to mainstream School
- Prevention of permanent exclusion
- Acquisition of GCSE’s, A-Levels or other qualifications
- Completion of short term accredited and non-accredited courses
- Lowered risk of NEET, progression to mainstream post 16 provision
- Positive changes in Student’s attitude to learning, motivation, confidence and self-esteem
- Improved behaviour
- Improved relationships with family and wider community
- Attainment of vocational skills
- Improved attendance and punctuality
- Employability
- Reduce anti-social behaviour
- Successful work experience placements
- Acceptance into college.

**Pastoral Support on Offer:**

We are able to offer:

- One to one support
- Inclusion within schools for small groups of pupils at risk of exclusion
- Access to experienced mentors
- Assistance with writing EHCP
• Home visits to keep parents and carers informed
• Monitor behaviour and attendance
• Support with transition
• Identify barriers and solutions to learning and engagement
• Liaison with other professionals working with the Student
• Interventions, progress etc. are regularly reviewed
• Personal Tutors
• Access to Locality Team support
• Behaviour management
• Information, Advice and Guidance
• Signposting and referral to additional support
• Support after leaving the provision
• Clinical interventions
• Therapeutic learning conditions.

Referral process: Is there a specific intake period:

Our referral process:

Referrals come via commissioning schools or the local authority. This can be via email or phone call. We will send our referral form for child and parent details. In collaboration with the referring school once we have the child information, we produce a risk assessment and aim to visit the home within 48 hours. Pupils and their families are visited by the head of service and tutor tuition can then begin. Referrals can be receive at any point of the school year.

What quality assurance processes do you have:

All members of staff employed by 1st staff are subject to a rigorous documentation verification procedure in accordance with our Safer Recruitment Policy.

By using data from the baseline assessments specialist teachers provide work to the tutors overseen by the head of service. Weekly reports are compiled by tutors and sent to the head of service. These measure the success of learning objectives and behavioural targets. The head of service visits all pupils and tutors and gives regular recorded supervision to tutors. Weekly reports are forwarded to local authorities and regular review meetings held.

Quality assured by another organisation or Local Authority and the date quality assured:

We have been quality assured by Essex County Council, LBBD (London Borough of Barking and Dagenham), Norfolk County Council, Wolverhampton City Council, Nottingham city Council, London Borough of Southwark, Southend on sea Borough Council.

Date quality assured:

Form the Future Mentoring Programme – Stage 1

Address:
Form the Future, Future Business Centre, 47-51 Norfolk Street, Cambridge, CB1 2LD.

Contact: Form the Future

E-Mail: aprice@formthefuture.org.uk

Telephone number: 01223 781296

Transport: No transport available.

Age range of learners: Target group: Key stage: 14 – 19 – Key stages 3, 4 & 5.

Capacity: How many students can you take: Up to 30.

Which students are you currently offered provision:

- Excluded or at risk of exclusion.
- Suffering physical or mental health conditions.
- Poor school attendance/refusing to attend school.
- Dealing with challenging life circumstances.

Brief description of curriculum offered: (GCSE’s/A-Levels/Short courses etc.):

Not applicable.

Cost for an academic year/term/weekly or sessional basis:

Mentoring: £470 per year per student. Including five 1:1 sessions and two small group sessions. Career Guidance: £60 per student for a 1:1 session

Expected outcomes for Students:

- Prevention of permanent exclusion.
- Lowered risk of NEET, progression to mainstream post 16 provision.
- Positive changes in Student’s attitude to learning, motivation, confidence and self-esteem.
- Improved behaviour
- Improved relationships with family and wider community.
- Development of personal and social skills.
- Improved attendance and punctuality.
- Employability.
- Reduced anti-social behaviour.
-Successful work experience placements.

Career Guidance:

- Lowered risk of NEET, progression to mainstream post 16 provision
• Positive changes in student’s attitude to learning, motivation, confidence and self-esteem.
• Employability.
• Development of personal and social skills.

Pastoral Support on Offer:

Mentoring:

• One to one support.
• Access to experienced mentors.
• Support with transition.
• Identify barriers and solutions to learning and engagement.
• Interventions, progress etc. are regularly reviewed.
• Behaviour management.
• Information, advice and guidance.
• Signposting and referral to additional support.

Career Guidance:

• One to one support.
• Support with transition
• Information, advice and guidance
• Liaison with other professionals working with the student.

Referral process: Is there a specific intake period:

Email and referral form. Other open to self-referral.

What quality assurance processes do you have:

• Collection and analysis of data.
• Measuring and improving outcomes
• Approval, monitoring and periodic review of programmes and systems.
Fresh Start in Education Ltd – **Stage 4**

**Address:** Head Office: Castle House, Castle Hill Avenue, Folkestone, Kent. CT20 2TQ.

**Contact name:** Sorrell Dowling – Development Manager
Jenny Blackwell – Referrals Manager

**Telephone number:** 0203 409 6410

**E – Mail:** referrals@freshstartedu.co.uk or sorrell.dowling@freshstartedu.co.uk

**Transport:**

Transport arrangements vary for each individual provision. Some students are able to make their own way to the identified venue for their session, and this would be agreed with the parents/carer prior to the sessions starting.

If the Education Specialist is required to transport the student in their own car they must be cleared for driving with a student by the Company and have provided all information required to do this, including current MOT certificate and business insurance. In addition to these documents, the Education Specialist would also be required to complete a risk assessment for driving with students.

The cost of transportation is generally covered within the hourly rate unless exceptional circumstances require specialist transport to be arranged.

**Age range of learner/key stage:**

5 – 18+ years (up to and including 25yrs old with an EHCP).

**Capacity:**

Due to the nature of our work being 1:1 with students in local community settings, there is no limit to the numbers of students we are able to accommodate.

**Which students are currently offered provision**

- NEET
- SEND
- SEMH
- LAC
- Permanently Excluded
- At risk of exclusion
- Medical
- PMLD
- Offenders
- Victims of offence
- School refusers
- CSE
- Unaccompanied Minors
Fresh Start in Education is able to work with any student who is unable to access a permanent place of education. Our aim is to support the student in the interim period whilst a new school place is identified and help prepare them for the transition both in terms of engagement and education.

We can support students who demonstrate significant risk behaviours, requiring a higher staffing level. Our Education Specialists are MAPA (Management of Actual or Potential Aggression) trained, and skilled in de-escalating challenging behaviours.

We offer Accompanied Work Placements for students who require support to get into meaningful employment. Students who have had gaps in their education, for a variety of reason, can often struggle to find a good job that they will enjoy. We provide support in filling the gaps in numeracy and literacy, alongside teaching relevant employability skills. With support from a full time Work Place Mentor we will help the student identify an Employer best suited to their interests and aspirations.

For students who are willing and able to engage in education, we offer online learning. Sessions are provided via a secure platform, where students will meet face to face with their tutor for academic tuition.

Brief description of curriculum offered: (GCSE’s/A Levels/Short courses etc.)

Fresh Start are able to deliver any subject that a student needs including:

- Core curriculum subjects
- GCSEs (registration for exams to be arranged by referrer)
- A Levels (registration for exams to be arranged by referrer)
- Functional Skills
- ASDAN Short Courses: Academic & Vocational
- Accompanied Work Placements (16yrs +)
- Online learning

Each student receives their own bespoke Personal Learning Plan which will identify the targets for the provision.

Cost for an academic year/term/weekly or sessional basis:

£48 - £80 per hour for 1:1 sessions.

£36 per hour for online learning.

We charge for a minimum of 3 hours per any given session.

Costs for student’s requiring a higher staffing level are per staff member.

Fresh Start can support small cohorts of students, and the costs for this can be given upon request.

There are no upfront charges and you are not tied into termly or yearly payments. You pay for the sessions you commission and give 7 days’ notice if the provision needs to end earlier than expected.
Expected outcomes for Students:

Each student receives a Personal Learning Plan with targets created to their own current learning and behaviour needs, generally covering the following areas:

- Communication
- Social, Emotional and Behavioural Development
- Life Skills
- Numeracy
- Literacy
- Sciences/Arts/Humanities

The following outcomes can be expected for all students:

- Successful preparation for reintegration to a permanent education provision
- Completion of courses/qualifications offered to the student
- Improved attendance
- Improved levels of engagement with education
- Development of life skills enabling the student to progress towards their future goals
- Skills to overcome the previous barriers and challenges to accessing education
- Increased self-esteem and motivation
- Skills to make a positive contribution to the local community & wider community
- Reduction in anti-social behaviour
- Strategies to manage known challenges, i.e. anxiety, ADHD.

Pastoral Support on Offer:

- 1:1 support for students
- Individual packages for each student, taking into consideration their social and emotional needs
- Close liaison with the family/carers and commissioners to work in partnership with each other
- All Education Specialists matched on the basis of relevant experience, qualifications, interests and ability
- Regular reporting on engagement and education progress, including attendance
- High level of Safeguarding
- Access to additional support within the Company
- Staff are MAPA trained (Management of Actual or Potential Aggression) and skilled in de-escalation techniques
- Person Centred Intervention plans created for each student, identifying the needs and strategies suited to them as an individual.

Referral process / Specific intake period:

Referrals can be made by using our referral form at any point during the year.
Initial enquiries can be made by contacting the office on:
0203 409 6410
referrals@freshstartedu.co.uk
Quality Assurance Processes:

We have a clear Quality Assurance Process to manage the ongoing effectiveness of each provision and the company overall.

Staff going through the recruitment process are subject to a high level of checks in accordance with our Safer Recruitment Policy.

Each provision is overseen by an Education Coordinator in the office, with attendance, engagement and session content monitored on a daily basis.

Staff are regularly supervised and lesson observations are carried out in line with Ofsted guidelines.

Fresh Start use external consultants to review policies, procedures and working practice within the company.

All data is logged on a secure online management information system that allows for accurate tracking of information.

Quality Assured by another organisation or Local Authority?

Fresh Start in Education works across the UK and has been Quality Assured by different Local Authorities including:

- Havering (incorporating North East London Strategic Alliance)
- Tri-Boroughs (Westminster, Hammersmith & Fulham and Kensington & Chelsea)
- Cambridge
- Nottingham
- Croydon
Futures @ CRC – KS 4 - Stage 4

Address:
Cambridge Regional College
Science Park Campus
Kings Hedges Road
Cambridge
CB4 2QT

Science Park Campus
Kings Hedges Road
Cambridge
CB4 2QT

Huntingdon Campus
California Road
Huntingdon
PE29 1BL

E-Mail:
aclarke@camre.ac.uk

Telephone:
01223 418472

Transport:
Transport to and from the site remains the responsibility of the sending school, however if the young person lives within reach of an existing college, contract bus route they may be able to access this in order to attend CRC.

There is transport on the college buses on all our current routes
http://www.camre.ac.uk/transport/

Age range of learners: Target group: Key stage:
14-16 (year 10 and Year 11)

Key stage 4 learners who are not succeeding as expected on a purely Academic (GCSE) pathway at schools.

Capacity: How many students can be accommodated:
The maximum intake will be 24 learners in Year 10 and Year 11, however there may be capacity to expand if there is demand from the local schools to do so.

Brief description of curriculum offered: (GCSE’s/A-Levels/Short courses etc.): This will be a part time offer of three full days and all learners will access:

- English – completion of appropriate level functional skills as well as skill building for GCSE English Language.
- Maths – completion of appropriate level functional skills as well as skill building for GCSE Maths.
- UAL Level 1 Award in Creative Arts and Media
- NCFE Entry Level Award/ Certificate in Employability skills
- Vocational skills/and or qualification in one of:
- Construction (Level 1 Diploma in Carpentry/Joinery/Level 1 Introductory Diploma in Construction/Level 1 Diploma in Brickwork)
- Motor Vehicle (IMI Level 1 Certificate in Light Vehicle Maintenance)
- Hair (City & Guilds Level 1 Diploma in Hair and Beauty)
- Beauty (City & Guilds Level 1 Diploma in Hair and Beauty)
- Catering (Certificate in Introduction to the Hospitality Industry) only available at Cambridge Campus
- Health and Social Care (Introduction to Health, Social Care and Children’s and Young People’s Settings)

**NB:** The qualifications studied are subject to change dependent on the aptitude of the learners and current industry requirements.

**Cost for an academic year/term/weekly or sessional basis:**

- Academic Year = £7500 per place
- Termly= £2700 for late starters
- There will be a registration and exam fee/s for the qualifications taken at the college.
- Functional skills approx. £20-£50
- UAL Award in Creative Arts approx. £20-£50
- Vocational awards approx. £15-60 – dependent on award.

(Cost are subject to change.)

PPE for the vocational areas will be supplied by the college with the exception of steel toe cap footwear which the learner will have to provide themselves for construction and motor vehicle courses.

Where it is not possible for the young person to take their GCSE examinations at the school they may be an opportunity for them to take them at CRC but the sending school will have to pay an administration fee (approx. £30), the registration fee (dependent on awarding body) and invigilation/access costs (dependent on the exam concessions of the young person).

**NB:** Where learners are not here for the whole of their key stage 4 duration (two years) it may not be possible to achieve the full Media studies or their vocational subject – however, certification will be given for any work which has been completed either from the awarding body where possible or via a college certificate confirming skills achieved.

**Expected outcomes for Students:**

High attendance (95%) leading to the successful completion of:

- Positive changes in their attitude to learning and training
- A functional skill in English
- A functional skill in Math
- Progression to Further Education or Apprenticeship employment
- Improved behaviour and development of social and personal skills
- Prevention of permanent exclusion
- Improved self-esteem and higher personal expectations and aspirations

**Pastoral Support on Offer:**

Each learner will have a tutor who they can access during the day as well as a small dedicated team looking after their well-being. They will have access to a separate room within the college that is staffed at breaks and lunches (the full safeguarding policy will be available for sending to schools prior to the take up of places). Targets will be set with tutors and any attendance issues will be followed up immediately by tutors. Non-attendance at college will be followed up by 9.30am, by the tutor on the day of absence and reported to all relevant parties. Learners and tutors will review attendance weekly and set targets around attendance where appropriate. Excellent attendance will be rewarded (the college currently has an attendance incentive linked to vouchers for the onsite Costa Coffee).

The provision is to be a partnership between the sending school and the college. There is a requirement that the sending school will provide a key worker/contact at the school for which to pass on information about attendance, progress, issues etc. Equally the school will be provided with the details of managers and staff at the Futures@CRC including a main contact for their particular young person. There will be work provided for the learners to complete outside of college via a Virtual Learning Environment. It is assumed that where possible schools may be able to facilitate access to this in the days the learners cannot attend college.

English and Maths sessions will be delivered in small groups with one teacher and often a study support member of staff. There will be the opportunity for one-to-one support outside the "lesson" time for English and Maths, as well as on line tasks for completion to check progress and for skill development and support.

Study support will be available throughout the programme to help with studies and for any specialist small group or one-one support.

All learners can benefit from the support and signposting of the vocational experts in their chosen pathway (construction, motor vehicle etc.) as well as from the college’s main careers hub. Support with personal statements for progression will be given by tutors and study support as well as during literacy sessions.

In the unlikely event that we are unable to successfully support a learner at the Futures@CRC and they are required to move to another establishment for their education Cambridge Regional College would still welcome an application for a course post 16, as long as it is supported by a good reference.

**Referral process: Is there a specific intake period?**

Referral will come from the schools via the relevant BAPE. Once agreed, a Futures@CRC application form will be submitted to the college (which will include information about the learner and their educational journey so far from the sending school- an application without all requested information will not be considered). This will be available to download from the website and can be submitted electronically. Information not disclosed at time of application
(including safeguarding concerns) that negatively impacts a learners secure placement and achievement or others in the provision, will be subject to immediate review.

Pupils will remain on roll at the referring school.

There is no specific intake period, however, by the third term, it may be more difficult for a learner to successfully transition to the provision, therefore intake from then will be at the discretion of the head. The provision can be entirely “roll on, roll off” throughout the year. If learners make good progress, the referring school may wish to take them back at their home site full time. Equally if someone struggles part way through the year due to academic progress or social difficulties, applications will be taken as and when they are needed.

What quality assurance processes do you have?

All learners will complete assessments in academic standards and attitudinal aspects of learning when they start at the college.

Students will complete regular (6 weekly) testing of English and Maths skills throughout the programme which will be fed back to the home school.

Students will complete units from the Art qualification to build up their portfolio. Each unit will be assessed and graded individually and reported back to the home school.

All teachers at CRC are subject to the college lesson observation schedule and can receive help and advice if and when required from the college “Excellence Coaches”. Futures@CRC is subject to two performance monitoring boards (PMB) and an annual self-assessment report (SAR).

The learners will be surveyed a minimum of once per year to gain feedback on all aspects of college life (results feed into the PMB and SAR).

Sending schools will be invited to complete “peer reviews” of lessons at CRC and it is assumed that the CRC teachers will be able to “peer review” sessions in mainstream school.
Home-School Tutoring – **Stage 4**

**Address:** 23 Russell Hill, Thornhaugh, Cambridgeshire. PE8 6HL.

**Contact:** Dr Yvonne Birch

E-Mail: yvonne.birch@homeschooltutoring.com

yjbirch@gmail.com

Telephone number: 07985579159.

**Transport:** Almost all tuition is 1:1 and tutors travel to the child.

**Age range of learners: Target group: Key stage:** 4-19 – All key stages

**Capacity:** How many students can be accommodated?

Tuition is almost always 1:1 so there is no limit to the number children that can be supported.

**Which students are currently offered provision:**

- Children and young people who are at risk of exclusion with a focus on maintaining rates of progress towards SATs, GCSE subjects or reaching other academic targets.
- Looked after Children who need patient and focused support to build confidence, skills and knowledge following disruption to their access to learning.
- We provide 1:1 EAL support for children who need skilled, sensitive support to access their learning and build confidence and self-esteem.
- Children who refuse to attend school. We are currently supporting children and families through the transition from mainstream school to home-school and going forwards. We are also supporting children through their reintegration programme back to school after a period of school refusal making sure that they have built confidence in their academic competence and have closed any gaps in their curriculum knowledge and learning skills.
- Students who are unable to access school as a result of challenging life circumstances. The focus is on securing the maximum possible academic outcomes at GCSE/A-Level or appropriate progression steps.
- We are supporting children who are unable to access school as a result of physical or mental health conditions. This includes youngsters who have very little contact with school but are working towards exams. It also includes children who have flexi-timetables where their 1:1 tuition is carefully managed to support a complementary and/or supplementary curriculum.
- Students who attend school part-time following major illness or injury including brain trauma.

**Brief description of curriculum offered (GCSE’s/A-Levels/Short Courses, etc.):**

We provide 1:1 tuition for all ages and all levels.

All tutors are graduates. Most are qualified teachers.
Tutors engaged in the secondary sector are experts in their specialism through their first degree or practitioner experience.

Tutors in the primary sector are qualified teachers and matched according to phase, subject or SEND specialism.

Many tutors have additional qualifications in e.g. Dyslexia, Mental Health, EAL, Autism and are matched accordingly.

Curriculum provision:

Primary literacy and numeracy

GCSE and iGCSE in:


A-Level in:

English Literature, English Language, Maths, Further Maths, Physics, Chemistry, Biology, Economics, Business, History, Spanish, French, German, Music, Music technology, Art, Psychology, Sociology and others.

Cost for an academic year/term/weekly or sessional basis:

£40 - £55 per hour inclusive.

Primary→ GCSE (or equivalent) is usually charged at £40 per hour except where specialist tutors are travelling very long distances when an additional charge is made for travel.

A-Level is usually charged at £50 per hour except where specialist tutors are travelling very long distances when an additional charge is made for travel. A-Level tuition is usually provided for a minimum of 2-hour sessions except where this does not accord with the particular needs of the student.

Expected outcomes for Students:

- Achievement of end of primary Key Stage targets, GCSEs or A-Levles to agreed targets

- Successful reintegration to mainstream school as a result of:
  - Improved academic knowledge and skills
  - Improved learning skills
  - Increased motivation and enjoyment of learning
  - Raised confidence and self-esteem

- Increased likelihood of engagement with mainstream post-16 education
- Significantly decreased likelihood of NEET
- Increased family engagement with the child’s learning and learning outcomes.
Pastoral Support on Offer:

- 1:1 tuition is a holistic, bespoke approach to raising the attainment, confidence and all learning outcomes for an individual child. It is grounded in skilled, sensitive and patient engagement with the child using constant feedback to help improve all learning outcomes, confidence and self-esteem. It requires constant review and identification of existing and emerging barriers to learning and seeks to ameliorate them in partnership with other adults and professionals involved with the child’s education.
- Liaison with other professionals working with the child.
- Mutually effective systems of communication with parents and carers.
- As a national organisation with a local presence we are able to draw upon a wide range of resources to provide support for individuals.

Referral process: Is there a specific intake period:

The process for referral is by any appropriate means and requires a thorough exchange of information prior to engagement with the family and the child. There is no intake period. Our provision is responsive to the immediate needs of young people who are referred to us.

What quality assurance processes do you have:

- Effective, personal communication within agreed protocols between all adults supporting the child.
- Bespoke programmes of study that are shared with schools, students and parents.
- Analysis of summative assessment data.
- Rigorous registration procedure that ensures that all tutors are highly qualified, thoroughly professional and understand quality assurance procedures at every level.
- Centralised resources including electronic, interactive websites that provide feedback on students’ engagement, attainment and progress.
- Weekly reporting to schools.
KICK – Stage 4

Address: 1st Floor Chapel House, Chapel Lane, St Ives, Cambs, PE27 5DX

Contact Name: Louise McCoy

Telephone number:
07500 236550

E-Mail: louise@kickyouth.org

Transport:
KICK uses community transport via HACT when needed.

Age range of learners: Target group: Key Stage:
11-16 KS3 & 4

Capacity: How many students can be accommodated:
4 maximum per session

Which students are currently offered provision:
- Students experiencing low self-esteem and lacking confidence
- Students not accessing mainstream education
- Students excluded or at risk of exclusion
- Students suffering mental health conditions
- Students with poor school attendance or refusing to attend school
- Students dealing with life challenging circumstances.

Brief description of curriculum offered: (GCSE’s/A Levels/Short courses etc.):
ASDAN Short Courses
Arts Awards – Bronze and Silver awards
Bespoke programmes around self-esteem and confidence building.

Cost for an academic year/term/weekly or sessional basis:
Sessional - £65 per hour.

Expected outcomes for Students:
- Completion of short term accredited and non-accredited courses
- Lowered risk of NEET, progression to mainstream and post-16 provision
- Positive changes in student’s attitude to learning, motivation, confidence and self-esteem
- Improved behaviour
- Improved relationships with family and wider community
- Development of personal and social skills
- Improved attendance and punctuality
- Employability
- Reduce anti-social behaviour.

**Pastoral Support on Offer:**

- One to one support
- Monitor behaviour and attendance
- Liaison with other professionals working with the student
- Access to locality team support
- Behaviour management
- Signposting and referral to additional support

**Referral process: Is there a specific intake period:** No

**What quality assurance processes do you have:**

Monitoring and periodic review and reflection of programmes and activities.

Assessment of students.

Collection and analysis of data.

Measuring and improving outcomes.
K9 Project – Stage 4

Address: 40 Twentypence Road, Wilburton, Cambridgeshire, CB6 3RN.

Contact name: Chris Kent

Telephone number: 07552462040

E – mail: chris@thek9project.co.uk

We are open 52 weeks of the year from 9.30am to 5pm.

Transport:

Transport can be provided in personal cars insured for business use by the Owner Chris Kent.

Age range of learner/key stage:

8 + KS4 – We cater for young people aged 8+ although specialise working with adolescents. Our K9 Confidence programme is working well with primary school children and transitions groups.

Capacity:

Up to 10. Usually 4 – 10 students catered for at a time in group sessions.

We offer one to one work with students; and a range of group work programmes.

Which students are currently offered provision:

Students not accessing mainstream education, children struggling in school with relationships and self – esteem, excluded or at risk of exclusion, experiencing physical or mental health conditions, with poor school attendance/school refusal, living with challenging life circumstances, students with Statements/SEN/additional needs.

We offer one session to a 32 week programme. Take The Lead is a 6-12 week programme. K9 Confidence can be from 6 to 18 (both can be offered individually or as a group work) Paws for Thought is a specialised 6 session programme for young people with ADHD. This can be offered with parents attending too and/or using teaching support staff. Teambuilding can be offered for 1 day with the Kidnapped Dog Challenge.

Brief description of curriculum offered: (GCSE’s/A Levels/Short courses etc.)

We offer ASDAN short course awards in Activities/Volunteering/Leadership/ Animal Care.

We are a skills/personal development project that encourages the development of self - esteem and utilises working alongside dogs to build on motivation, develop enthusiasm and encourage a return/reintroduction to other learning opportunities. Take the Lead focusses on goal setting. CV Writing, interview skills. K9 Confidence is for students with low self - esteem and assists with making change, feeling positive, building confidence and relationships.
Paws for Thought focusses on understanding and celebrating ADHD alongside a range of activities to encourage self-management.

**Cost for an academic year/term/weekly or sessional basis:**

£30 per hour, return travel time @ £15p per hour. Plus 50p per mile to/from Ely base: First half hour / travel + 20 miles free.

Plus venue hire if needed – Price dependent on venues – we source free if we can.

ASDAN Awards booked at cost. All other resources included.

Groupwork costs on application and discounted rates for long term bookings.

**Expected outcomes for Students:**

Depending on programme;

- Increase in confidence and self esteem
- Increase in self-awareness and self-management
- Development of personal/social skills – communication/patience/empathy/responsibility.
- Increased motivation for learning
- Engagement in positive activities
- Engagement in physical activity
- Improvement in behaviour
- Improvement in attitude to other learning opportunities
- Successful reintegration/maintenance in school
- Completion of and acquisition of ASDAN Awards –leadership/animal care/volunteering/activities.
- Employability
- Reduction in anti-social behaviour
- Greater aspirations and motivation
- Development of team work and/or leadership skills.

This can be evidenced with students, as we have our own pre and post questionnaires.

**Pastoral Support on Offer:**

- Programmes are offered 1-1 or in small groups.
- Chris is an experienced coach and mentor/family and parenting professional / group work facilitator; experienced in working in partnership with other agencies.
- Interventions regularly monitored and reviewed.
- Data collection, monitoring depending on programme.
- Monitoring/Evaluation dependent on programme happy to utilise existing feedback/evaluation tools.
- Chris is experienced at gaining meaningful feedback from students and making the necessary adaptations.
Referral process / Specific intake period:

Referral form. Email or telephone call in first instance. No specific intake period as/when required.

Quality Assurance Processes:

We are a very small organisation (of one) and constantly monitor and review in partnership with referrers and parents/carers. We anticipate referrers will have their own quality assurance processes/data collection systems and as far as possible we work alongside/with these. We have reviewed PQSSA systems but currently our workload does not indicate these systems are required or justified. Due to our unique nature many of our learning resources are self-developed but we also use ASDAN/RSPCA/Blue Cross/for animal care resources, and a wide range of personal development/coaching tools for personal development area.

Have you been quality assured by another organisation or Local Authority?

No we only work in Cambridgeshire
Lisa Lashes Schools of Music - Stage 3

Address:
The Platform, George Row, Northampton, NN1 1DF.

Contact Name: Deborah Hewitt and Lisa Wyatt

Telephone numbers:
Jackie Broome Office; 01604 968379 Deborah Mobile; 07496233453. Lisa Mobile; 07939 000503

E-Mail:
deborahconner@hotmail.com / deborah@lisalashesschoolofmusic.com / lisa@lisalashesschoolofmusic.com

Transport:
Currently we hire a minibus as and when needed. We aim to have an education bus in the near future. The course also offers an online added value area.

Age range of learners: Target group: Key stage:
11-18 KS3/KS4

Capacity: How many students can be accommodated:
30

Which students are currently offered provision:

- We have students who have not been placed in education for a sustained period of time or have been attending school but have been placed in isolation more than they have integrated with their peers in a regular timetable.
- We receive referrals from LA and YOS, as well as the Police initiative CIRV (Community Initiative to Reduce Violence).
- Our students have an array of support needs in terms of SEMH and we ensure that we become aware of this as soon as possible – during the interview/induction/referral process to ensure we can put in place the most appropriate support for them. As a result of the above, many of our students have had lower than required attendance at school or have been school refusers as they are totally disengaged.
- We have students that are LAC, have unsettled or turbulent home lives, have been or are homeless, students who have EHCP’s and other learning support needs as well as students that are or have been affiliated with heavily involved in gangs or antisocial behaviours.

Brief description of curriculum offered: (GCSE’s/A-Levels/Short courses etc.):
12 week Music based re-engagement programme that uses creativity and artistic expression to reach students who otherwise are failing within the education system.

- Music performance and composition
• Business skills, marketing and branding
• Health and safety including first aid
• Computer skills
• Interpersonal and social skills
• Confidence and team building
• Interview techniques
• Customer service
• Photography & videographer

Functional Skills Maths and English up to Level 2

Embedded subjects:
• Science
• ICT
• Employability Skills

Cost for an academic year/term/weekly or sessional basis:

The course is run over 2 days per week, 12 x weeks (24 sessions) £125 per day; £3000 in total. We have some funding available for learners that are at risk of becoming NEET.

Expected outcomes for Students:

CASE STUDIES are available on request and a visit can be arranged at our Northampton provision.

• We have a 100% reintegration success rate for our students which we are very proud of. Some students have returned to a mainstream placement straight after the course and others have needed a more phased return, which we have accommodated, to allow for a smoother transition back to school.
• By accepting referrals from schools for students that are on the brink of exclusion and allowing those students to discover their own talents, re-engage with education and, maybe for the first time, feel they have positive future to work towards.
• The students will take part in the Music Production course which is non-accredited and Functional skills in Maths and English up to Level 2 these are currently accredited through Pearson.
• We have numerous success stories for how our students have progressed after having completed the course with us, from jobs and apprenticeships in the music industry, to become learning mentors and tutors at the school. The networking opportunities we offer for the students whilst on the course and beyond, is unique to our provision and a huge part of the appeal for students as they are made aware from the very start of their course that they will be supported beyond the 12 weeks to find their next pathway.
• We are privileged to work with some of the most talented young people in the county and whilst some of them may start the course with us unsure (of themselves, others and the course itself), they predominantly leave us with a new attitude to learning, a new outlook and hope for their futures and their self-esteem and confidence in others has increased to support a managed more or reintegration into a previous schooling.
Pastoral Support on Offer:

- Each student will be offered support from pastoral tutors as part of their programme, how often and how much will depend on the individual student’s needs and this will be established as early as possible (during interview, at referral stage or within the first 3 weeks of the student being on course).
- Every student is on a programme that has a huge variety of skills to be learnt. Every tutor the student works with are current or previous industry professionals and bring a wealth of knowledge and experience to each session taught.
- Home visits are not completed by us, they are currently completed by the referring agency and we communicate attendance with the everyday that the student is required to be in.
- A student is first and foremost encouraged to accept reasonably for their own behaviour, so this allows for a settling in period to work alongside a budding scheme to promote a sensible approach to learning. We offer a warning card or key word as a gentle reminder to start with and will look to support the leaner with an IEP to eliminate unsuitable or continued misdemeanours. Gross school misconduct follows our behaviour policy and is available on request or as part of our submission.
- To support the transition into the school we ensure we become aware our students educational support needs and SEMH needs as soon as possible – during the interview/ induction/ referral process to ensure we can put in place the most appropriate support for them. Every student is allocated a buddy (a fellow student) and a personal tutor who is their point of contact throughout the programme should they need additional support or somebody to talk to and seek information and guidance from. As a Provider we will always work in the best interest of the learner, offering the appropriate support and gaining a preferred partner who has the relevant skills.

Referral process: Is there a specific intake period:

Lisa Lashes School of Music work with multiple agencies and have a variety of referral methods depending on the course on offer. The school use Egress from the NCC to send in the learner referral form.

Email and phone calls from agencies and schools.

We look to book learners in to a 12 week course and can accompanied extra learners at any time. We have been used by Foster Carers as and when an emergency placement is needed due to housing.

All learners would only be offered a place once the first meeting with Parents/Carers/Guardians has taken place.

What quality assurance processes do you have :

- Approval, monitoring and periodic review of programmes and systems
- Assessment of students
- Quality assurance of teaching staff – Opportunity to learn take’s place periodically and are recorded with the shared services. All tutors are consistently working within a CPD plan.
- Learning resources and student support – Online work for students to access out of school with an abundance of resources (100 hours+)
- Management information systems – School pod enquiries as keen to centralise as Lisa Lashes School of Music is currently going through full DfE application to offer our provision 5 x days per week
- Collection and analysis of data
- Measuring and improving outcomes.
NTAS – The National Teaching and Advisory Service – Stage 4

Address: Summerfields Village Centre, Dean Row Court, Dean Row Road, Wilmslow, SK9 2TB.

Contact name: Lisa Williamson

Telephone number: 0845 373 6886

E – Mail: Lisa.williamson@ntas.org.uk

Age range of learner/key stage:

5 to 18 - KS 1 to 4

Capacity:

NT&AS worked with 192 pupils in Cambridgeshire last year.

Which students are currently offered provision:

NT&AS provides individual teaching programmes for young people through KS 1, 2, 3, 4 and Post 16. We work to a young person’s strengths/needs, while following national curriculum learning objectives. NT&AS prioritises the need for young people to perform at similar levels to their peers and to have appropriate skill sets. Locations will be determined by the status of the young person. For example young people without a school place may be taught at home or in a local library/community centre.

We work with the following young people:

Students not accessing mainstream education; excluded or at risk of exclusion; suffering physical or mental health conditions; children with poor school attendance or dealing with challenging life circumstances; children with medical needs which prevent them from attending school.

Brief description of curriculum offered: (GCSEs/A Levels/Short courses etc.)

We deliver bespoke programmes of work with individual children/young people to ensure all of their educational needs are met. These programmes are delivered on a 1:1 basis and for an agreed number of hours per week.

AQA examination entries in the following subjects:

Maths (Functional Skills GCSE, entry Level Certificates, GCSE)

English (Functional Skills GCSE, Entry Level certificates, GCSE)

Science GCSE

ICT

Art
Preparation for Working Life (PiWL)
PSHE
ASDAN
Arts Award
Other GCSE course subjects may be provided on request
We offer support to parents/carers
Dyslexia screening and assessment
Multi-sensory teaching programmes
SEN consultancy and advice
Education sessions for excluded pupils
Support transition to new schools
Assessment for Examination Access Arrangements
Submission of reports and advice for Annual Reviews.

**Cost for an academic year/term/weekly or sessional basis:**

NT&AS offer bespoke packages of support, prices vary depending on need and number of hours required.

**Expected outcomes for Students:**

- Successful reintegration to mainstream school or otherwise.
- Prevention of permanent exclusion.
- Acquisition of GCSEs, or other qualifications
- Completion of short term accredited and non-accredited courses.
- Lowered risk of NEET, progression to post 16 provision.
- Positive changes in student’s attitude to learning, motivation, confidence and self-esteem.
- Improved behaviour.
- Improved relationships with family and wider community.
- Development of personal and social skills
- Improved attendance and punctuality.
- Employability.
- Reduction in anti-social behaviour.

**Pastoral Support on Offer:**

- All support is on a 1-1 basis.
- Thorough Risk Assessment completed with the family, young person and any other agencies involved.
- Home visits to keep parents/carers informed.
- Monitor behaviour and attendance.
- Support with transition.
- Identify barriers and solutions to learning and engagement.
- Liaison with other professionals working with the student.
- Interventions, progress etc. are regularly reviewed.
- SEAL programmes delivered and incorporated into teaching programmes.
- Information, advice and guidance offered to student and family.
- Signposting and support for referral to additional support.

**Referral process: Is there a specific intake period:**

Via NT&AS Referral form. Referrals will be accepted at any point in the year.

**Quality Assurance Processes:**

High quality staff are recruited through “Safer recruitment” processes and via appropriate matching of teacher to pupil needs.

All staff must use secure Intranet system to record work and access information regarding young people.

Effective and rigorous line management by experienced managers with QTS and other teaching qualifications.

Staff appraisal and CPD opportunities.

Close communication between manager/staff and access to a network of staff with professional expertise.

Lesson observations carried out as a part of CPD.

Appropriate and individualised planning and assessment of all pupils.

Thorough Risk Assessments carried out prior to working with young people which are updated and reviewed regularly.

All teachers have access to high quality resources to support learning.

All sessions are recorded including lesson objectives/outcomes; these are regularly monitored by managers.

Data on attendance/attainment is monitored and analysed.

Half termly reports written on each young person to record progress towards objectives.

Feedback from commissioners and service users collected and monitored regularly.

**Quality assured by another organisation or Local Authority?**

We are subject to ongoing quality assurance processes in a number of Local Authorities. More recently these have included Staffordshire County Council and Essex County Council.
New Ark Support Service/New Ark Play Association – *Stage 4*

**Address:**
Hill Close (Off Reeves Way), Peterborough, Cambs, PE1 5LZ.

**Contact:**
Samantha Brown

**Telephone number:**
01733 890928

**E-Mail:** sambrownnewark@gmail.com

**Transport:**
N/A

**Age range of learner/key stage:**
New Ark Play Association combined age range - 2yrs 9months - 19 years.
Support Service / Reception - 15 years.

KS1, KS2, KS3

**Capacity:**
Per session we can accommodate up to 5 children but this also depends on individual needs.

**Which students are currently offered provision:**
Students not accessing mainstream education, at risk of exclusion or those that are excluded, students struggling in a school environment, those suffering physical or mental health conditions, students/young people with poor school attendance/refusing to attend school or dealing with challenging life circumstances.

**Brief description of curriculum offered is based on an outdoor alternative hands on curriculum.**

We offer short term support until children can be reintegrated back into school.

New Ark's Play Support Service supports children with emotional, behavioural and social needs. A group of dedicated staff encourage children to engage in tasks based on a varied out-door curriculum using our city farm, eco - garden and adventure playground. Our unique environment proves to be therapeutic for all children that attend.
Our aims and outcomes are to encourage and support children in positive learning experiences that will help them develop strategies to manage their emotions in positive ways.

**Eco – Garden:**

With its woodland area, sensory garden and small orchard children are able to observe the life cycles of wild creatures, engage in bug hunting and pond dipping. They also learn to appreciate and observe nature’s many different colour changes, changing of seasons, shapes and experience a variety of smells (scents of flowers).

**City Farm:**

New Ark is the only City Farm in the Eastern Counties. Children can see, touch and help to care for small animals, poultry and some larger farm animals. They learn about nature and enjoy the responsibility of caring for all our animals.

**Adventure Playground:**

Children explore risk in a controlled environment while supervised by professional support workers who know when to help and encourage and when to step back to let a child work things out for themselves. They get heaps of exercise, fresh air, contact with the natural world and all the benefits of play.

**Cost for an academic year/term/weekly or sessional basis:**

£25 per hour, minimum of 6 weeks accessed. Varies on support and duration of time required, available on request/referral.

**For an additional cost we can provide a room and a teacher which will be supplied by an external agency who can support further learning with GCSEs and short courses etc.**

**Expected outcomes for Students:**

- Successful reintegration to mainstream school.
- Prevention of permanent exclusion.
- Completion of short term accredited and non-accredited courses.
- Positive changes in Student’s attitude to learning, motivation, confidence and self-esteem.
- Improved behaviour.
- Improved relationships with family and wider community.
- Attainment of vocational skills.
- Development of personal and social skills.
- Improved attendance and punctuality.
- Reduce anti-social behaviour.

**Pastoral Support on Offer:**

- One to one support.
• Access to experienced mentors.
• School visits/student transition to school/occasional home visits.
• Monitor behaviour and attendance.
• Support with transition.
• Identify barriers and solutions to learning and engagement.
• Liaison with other professionals working with the Student.
• Interventions, progress etc. are regularly reviewed.
• Personal Tutors are supplied by an agency- Vision for Education.
• Access to Locality Team support.
• Behaviour management.
• Signposting and referral to additional support.

Referral process/Is there a specific intake period:

Referral is via a CAF, referral form, email or recommendation.

Quality assurance processes?

Monitoring and periodic review of systems and programmes. Learning resources and student support. Management information systems. Measuring and improving outcomes.

Quality assured by another organisation or Local Authority?

New Ark Play Association was quality assured over 12 years ago.
NISAI – The Nisai Virtual Academy – Stage 4

Address: NISAI, Milton Road,
Harrow, Middlesex, HA1 1XB
Website: www.nisai.com

Contact name:

Commercial: David Lester – david.lester@nisai.com 07538 324 785
Customer & Student Support: Aimi Hellawell – amy.hellawell@nisai.com
Examination officer: Josephine Outhwaite – Josephine.outhwaite@nisai.com
Child Protection Officer: Nick Robin – nick.robin@nisai.com – 07428 544250
CEO: Dhruv Patel – dhruv.patel@nisai.com – 07957 215015
Milton Road, Harrow, Middlesex. HA1 1XB
Office: info@nisai.com – 0208 424 8475
Telephone number: 0208 424 8475
E – Mail: info@nisai.com

Transport:
The Academic Learning Provision is web based. Where there is a mentor supporting
learners on the Personalised Learning Support programme then transport is provided within
the costs.

Age range of learner/key stage:
10 to 25 Nisai Virtual Academy
Key Stages 3, 4 & 5.

Capacity:
Online teaching is unlimited subject to staffing resource which has been expanded for
2019/20

Which students are currently offered provision:
Our current learners come from various backgrounds and have barriers to learning including:

- Behaviour
- Special Education Needs including Autism, Aspergers and Dyslexia
- Medical Illness – Log term, short term, ME & CFS
- Mental Health & Anxiety
- Teenage Mums
Looked after Children
School refusal/Poor Attendance
Those at risk of and those who have been permanently excluded.
Those in the process of an EHCP Request
Pre and Post 16

**Brief description of curriculum offered: (GCSE’s/A-Levels/Short courses etc):**

Year 7 Catch-Up / Transition

**KS3:**
English, Maths, Science, ICT and History

**KS4:**
OCR GCSEs in Maths, English Language, English Literature, Combined Science, History, Economics, Psychology - 2 years
Cambridge International iGCSE Combined Science - 1 year
OCR Entry Level Science
NOCN Functional Skills Entry Level 3, Level 1, Level 2 in Maths, English & ICT – 1 year
NOCN Employability, PSHE and ESOL – 1 year
AS / A Level
Mathematics, English Language, English Literature, History, Psychology, Physics

**Other**
Core Curriculum (6 week rolling curriculum) - Delivered at NS1 Years 6 – 7 English, Maths, Science NS2 Years 7 - 9 Maths, English, Science and NS3 Years 9 – 10 English, Maths, Science
Revision programs
Booster programs

**Units of Sound** – High Impact Low Literacy intervention purchased on a 1 year subscription basis. Ideal for those aged from 11 with below age expected reading and writing levels

The majority of schools use NISAI Learning Credits. They buy a number of NLC’s, which are held in their account. Every subject and course has a price quoted in Nisai Learning credits. For example a Maths course is 34.45 NLC’s for the academic year. The credits are allocated for the duration of the programme or up to the end of the academic year. There is a 6 week notice period and any unused credits are placed back in the account and can be used for another learner.

For short programmes costs can be on a module/session basis.
**Expected outcomes for Students:**

**The expected outcomes will be dependent on the individual's personal circumstance.**

Where behaviour is the issue we would look to re-engage the learner in education and with other clients we have worked with them to prevent exclusion.

With school refusal the ultimate aim is to get them ready to re-integrate back into school and through accessing Nisai at home then school provides a seamless transition with the setting as the leaner maintains a uniformity approach with regards to the education.

Our programmes and focus is leaner centred however we have examples of the wider family getting the benefit of the positive impact.

Dependent on the working level of the learner we would expect them to achieve pass grades in Functional Skills, GCSEs and A Levels.

We would expect an increase in attendance due to the nature of delivery and the ability to access from an environment where the learner feels comfortable. Due to the monitoring of behaviour and contribution we aim to see an improvement in behaviour, again due to the method of delivery. When there are issues with low self-esteem and anxiety we quite often see a noticeable improvement in their self-confidence and self-esteem. This is usually due to them having anonymity in the class and an increased confidence in their ability to complete the work.

The higher attainment and outcomes, the less likely they are of becoming NEET.

**Pastoral Support on Offer:**

- Within the Virtual Academy there are support officers who will support and engage with students both on-line in a meeting/classroom/via email/and/or telephone.
- Any problems are relayed to the responsible person within the school for the appropriate action to be taken. Key contacts including parent/carers are informed if a pupil does not join their class within ten minutes of starting. Attendance for every scheduled session, along with their behaviour and contribution with the lesson is taken.
- The NISAI Academy has an effective Wellbeing Program and is approved for giving Information, Advice and Guidance.
- Each pupil on a long term programme is allocated to a form tutor who takes responsibility for attendance, assignment submission and progression
- Clubs, Societies are available to socialise in or out of school hours. All these provisions are moderated for safety.
- NISAI has a support programme for students struggling to attend or engage in school. The **NISAI Personalised Learning Support Programme** provides high quality one to one support for up to 5 hours in a day. Our learning mentors will collect/meet with your students off-site and provide an holistic support programme to each student including: Engaging in our live online classes with our qualified teachers to study an agreed range of subjects at Key Stages 3, 4 and 5
- Information, Advice & Guidance online to industry standards. Student Support Officers signpost students to job opportunities/further education courses/specific
work related training – such as apprenticeships and traineeships. They also prepare the young person for the world of work, by giving advice about CVs, job application forms: this is all recorded in their Personal Wellbeing Plan that is reviewed every 6 weeks. Having left the provision, a follow up survey is held at 6 months and 1 year to identify destinations and progress.

Referral process: Is there a specific intake period:

Referrals for our short term and long term programmes are made through a secure online referral system. Login details are issued for nominated people to make the referral. Once this is received it is processed by our on-boarding team who will then raise login details for the student which are either emailed to our client for short term or a welcome pack is sent out to the learner for long term programmes.

For short term programmes like Core Curriculum a referral can be received by 4pm one day and the learner can be accessing provision the following day (subject to the correct equipment being accessible). For longer term programmes, GCSE’s Functional Skills & A Levels – two induction sessions will be scheduled. Once the two induction sessions and formal assessments have been completed, the learner can then be timetabled based on ability and current working levels. If there is a change of situation, learners can be de-registered through the same online system.

Pupils can join at any time but consideration has to be given to the time of year and examinations and any controlled assessments. There is a cut off for Year 11 learners undertaking GCSEs. This cut off is Christmas for learners who are undertaking exams in the summer.

Quality Assurance Processes:

- All courses are subject to review/subject to QA visits by awarding bodies, such as OCR and NOCN, to ensure consistency/quality delivery. Staff are included in standardisation days and all aspects of courses/systems are constantly reviewed and refined.
- Students are assessed for English and Maths as part of their induction at the start of their long term course to establish a base-line. A Level students do not receive the assessment as entry is based on GCSE results and then are continuously assessed during the course, with a formal assessment every six weeks. Current working levels are reported back to schools on a termly basis and by direct contact from a student support officer if a change in course level is required.
- All members of the teaching team have a programme of observation that exceeds Ofsted requirements and all lessons are recorded and inspected as part of the quality assurance process. NISIMS is the name of the bespoke MIS system used by Nisai to produce reliable data in a timely manner.
- Attendance targets are agreed with the student at induction and are closely monitored to challenge and develop the performance of the student during the course, by means of 6 weekly reviews, the use of grade feedback and award system for their “tribe” (house).
- The CPLD Quality Mark’s primary aim is to empower schools to excel in the provision of CPD to all staff and in doing so improve the learning outcomes for young people.
Quality assured by another organisation or Local Authority?

- Nottingham City Council

NISAi is subject to having three Ofsted Inspections

- Nisai organisations have been inspected by OFSTED 3 times in the last four years.
- The Nisai Virtual Academy was inspected November 2017 on the basis of our status as a Specialist Independent College for Post 16 learners. Outcome – Good across all areas.
- The Nisai Learning Hub in Nottingham was inspected in April 2018 where our blended approach of online academic study and onsite support resulted in an outcome of Good with Outstanding Features.
- We are the only Virtual school on the Secretary of State approved List Section 41 of the Children and Families act 2014, which is a published list of approved independent educational institutions, independent schools and post-16 institutions for the purpose of satisfying Section 38 (Preparation of an Education, Health and Care (EHC) plan by local authorities) of the Act. To obtain this status, stringent financial and quality standards had to be met and (b) are subject to Ofsted inspections to retain that approval.
- Lammas School, part of the Nisai Group also achieved good QA results from their recent ISI inspection.

Date quality assured:

Nisai Virtual Academy – Inspected November 2017 – Good in all areas

Nisai Learning Hub – Inspected November 2014 Good in all areas / April 2018 Good with outstanding features
Noise Solution – Stage 4

Noise Solution delivers music mentoring programmes that have been independently proven to improve well-being among young people facing challenging circumstances. Noise Solution programmes act as a catalyst for young people, helping them get out of a rut and positively re-engage with activities.

Website:
www.noisesolution.org

Address:
Noise Solution, Hunter Club, 6 St Andrews Street South, Bury St Edmunds, IP33 3PH

Contact name:
Simon Glenister/Damien Ribbons

Office number:
01284 771156

Mobile number:
07949 977 750

Email:
info@noisesolution.org

What does a typical programme look like:

A Noise Solution programme creates an environment where a young person can experience a sense of competency, autonomy and relatedness; three key factors needed for healthy well-being.

The young person is paired with a professional music mentor over the course of 10 two-hour sessions. The first five sessions are delivered at the participant’s home (or in school), with the opportunity to progress to a professional recording studio for the final five sessions.

Throughout the programme, the young person and music mentor use a combination of music technology and instruments to work on a creative project as chosen and directed by the young person. The whole process is documented using photos and videos on our own private online platform, creating a digital story of success that develops with each session. The participant can share their success with friends, family and professional keyworkers, inviting them to comment on the digital story and creating a cycle of positive affirmation from people whose opinions matter to the young person.

The young person is invited to fill out an NHS survey designed to track well-being at the beginning and end of the programme, allowing us to quantitatively evaluate the impact of our programmes on well-being.

Capacity:
Experience tells us that our programmes are most effective when delivered one-to-one.

Age range of learners:
We work with participants aged 11 to 24 years old. We will also work outside these parameters if appropriate.

Which students are currently offered provision:
Our participant-led approach can accommodate any young person who is facing challenging circumstance, whether due to mental health, family circumstances or simply transitioning between schools. The only requirement is that they are interested in making music (and the choice of musical genre is entirely up to them).

**Expected outcomes for students:**
Improved well-being, which has a positive ripple effect on engagement, education and health outcomes.

Analysis of data of a year's referrals revealed a high level of statistical significance in raising well-being to within two points of the national average well-being score as defined by Warwick and Edinburgh Universities and the NHS. These increases in well-being are proven to positively impact on engagement, social and health outcomes.

**Curriculum:**
The online digital story serves as evidence for a young person to achieve a Bronze Arts Award qualification, which sits on the government's qualification framework. However, the focus of our provision is on increasing engagement, building confidence and improving well-being among young people who are furthest away from engaging with more mainstream activities. We act as a catalyst for change, supporting and helping young people who feel stuck in a cycle of disengagement.

**Cost:**
The cost for 10 sessions, including studio hire and the Bronze Arts Award, is: £1,827.50

The 10 sessions can take place over two five-week blocks, with the half-term holiday falling in between. If necessary, multiple sessions can be delivered in a week to accommodate timetable considerations and the length of school terms.

**Referral process:**
Once funding has been agreed, referrals take place via an online form on our website, which usually requires a conversation between Noise Solution and the referring organisation to establish the appropriateness of the referral. There is no specific intake period. We can begin during the school term, continue over the holidays and through to the next school term, or limit sessions to only within the school term. Our experience suggests that running sessions consistently over 10 weeks provides the maximum benefit to young people.

**Transport:**
Provision initially takes place at the participant’s home or in school, with the possibility of moving the provision to a local studio for the final five weeks. Transport to the studio will need to be independently arranged.

**Pastoral support on offer:**
- One-to-one support provided by personal music mentors
- Home visits to keep parents and carers informed
- Monitoring behaviour and attendance
- Support with transition
- Identifying barriers and solutions to learning and engagement
- Liaising with other professionals working with the participant
- Regularly reviewing our interventions, progress, etc.
- Signposting and referrals to additional support
- Support after leaving the programme
All of the above are part and parcel of the one-to-one music mentoring service that we offer.

**What quality assurance processes do you have?**
Weekly monitoring through reports and the digital stories, alongside quarterly supervisions with music mentors. All this is supported by in-depth analysis of well-being data for each intervention and across the population to ensure that our work continues to impact positively on well-being.

**Have you been quality assured by another organisation or local authority?**
Noise Solution has been independently assessed by the Suffolk Quality Assurance Board, Cambridge County Council, Norfolk County Council, the NHS and clinical commissioning groups. All requirements were fully met, so much so that these organisations regularly fund Noise Solution programmes for young people facing challenging circumstances.

Ofsted visit July 2016 (achieved a grade 1 in all 8 areas of the Ofsted quality framework).
Suffolk LEA – pending decision.
Nova Training – **Stage 4**

**Contact:**
Senior Operational Manager for Schools - Jenny Murphy

**Telephone number:**

**Mobile:** 07766325009

**Address:** Bushbury Lane
Wolverhampton
West Midlands
WV109TT.

**E-Mail:** [Jenny.murphy@novatraining.co.uk](mailto:Jenny.murphy@novatraining.co.uk)

**Website:** [www.novatraining.co.uk](http://www.novatraining.co.uk)

**Contact:**
Regional Manager for Norfolk – Jo Giles

**Mobile:** 07415212605

**Transport:**
Transport is available between some Nova sites to access vocational or specific trades.

**Age range of learners; Target group; Key stage:**

Our programme delivery now includes; 16-18 Study Programmes, Traineeships and Apprenticeships, 14 – 16 School Provision and Apprenticeships for adults. Key stage 4.

**Capacity: How many students can be accommodated:**

Learners with an EHCP or who are LAC have to have their attendance agreed by a panel.

There is no cap on places for (other than centre capacity) part time programme under 12 hours per week. This must be delivered over 2 days.

**Which students are currently offered provision:**

- Learners not accessing mainstream education.
- Excluded or at risk of exclusion.
- Suffering physical or mental health conditions.
- Poor school attendance/refusing to attend school.
- Dealing with challenging life circumstances.
- Looked After Children.
- Learners with an EHCP.
Brief description of curriculum offered: (GCSE’s/A-levels/Short courses etc):

<table>
<thead>
<tr>
<th></th>
<th>Hourly</th>
<th>Daily</th>
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</thead>
<tbody>
<tr>
<td>Standard rate (9.30am – 3.00pm (5 hours)</td>
<td>£13.50</td>
<td>£57.50 With Lunch provided</td>
</tr>
<tr>
<td>Half Day Rate</td>
<td>£18.50</td>
<td>Please calculate hours x hourly rate</td>
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</tbody>
</table>

Kings Lynn offering:

Functional Skills Maths/English/ICT. Level 1 Qualifications in Business Admin/Retail/Customer Service/Hospitality. Level 1 Awards and Diploma’s in Motor Vehicle and Construction – **these workshops are based in Kings Lynn but a Bus will be available to transport learners from Wisbech to the Kings Lynn Workshops.** We offer employability and vocational tasters so learners can try each area of study. We offer Maths, English and ICT training as part of our courses and also deliver vocational training in the following; Bricklaying, Carpentry, Painting and Decorating, Plumbing, Plastering, Warehousing, Retail, Sales, Hospitality, Customer Service, Business Administration and Motor Vehicle.

Cost for an academic year/term/weekly or sessional basis:
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<td>Please calculate hours x hourly rate</td>
</tr>
<tr>
<td>Group booking discount (only applicable for learners groups of 10+ starting in September and completing the standard hours or more)</td>
<td>5% off training rate (does not apply to PPE and registration)</td>
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</tr>
<tr>
<td>High needs learners – includes all learners from PRU’s or Youth Offending Services, any learners from mainstream schools who have a EHCP or have been diagnosed with a support/learning need.</td>
<td>£24</td>
<td>£77.50</td>
</tr>
<tr>
<td>Taster Session</td>
<td>NA</td>
<td>£92.50 per session (no limit on number of sessions) – price includes safety boot loan and disposable overalls.</td>
</tr>
<tr>
<td>Personal Protective Equipment - includes one set of boots and overalls (does not include replacement PPE)</td>
<td>£45.00 one off payment Tunics £25.00</td>
<td></td>
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<tr>
<td>Registration, certification, examination and administration</td>
<td>£192.50 one off payment covers registration, examination (and any repeat examination), certification and administration (charged at commencement of programme)</td>
<td></td>
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<tr>
<td>-----------------------------------------------------------</td>
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<td></td>
</tr>
<tr>
<td>Transportation</td>
<td>£13.00 per learner per booked day</td>
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</tbody>
</table>
Applicable Rates for any Functional Skills Training Delivered to External Organisations

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<td>High needs learners – includes all learners from PRU’s or Youth Offending Services, any learners from mainstream schools who have a EHCP or have been diagnosed with a support/learning need.</td>
<td>£23.50</td>
<td>£77.50</td>
</tr>
<tr>
<td>Registration, certification, examination and administration</td>
<td>£80 per Functional Skill (charged at commencement of programme)</td>
<td>£80 per Functional Skill (charged at commencement of programme)</td>
</tr>
<tr>
<td>Transportation</td>
<td>£13.00 per learner per booked day</td>
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</tbody>
</table>

Expected outcomes for Learners:

- Successful reintegration to mainstream school.
- Prevention of permanent exclusion.
- Acquisition of qualifications related to chosen course.
- Completion of short term accredited and non-accredited courses.
- Lowered risk of NEET, progression to mainstream post 16 provision. Positive changes in learner’s attitude to learning, motivation, confidence and self-esteem.
- Improved behaviour.
- Improved relationships with family and wider community.
- Attainment of vocational skills.
- Development of personal and social skills.
- Improved attendance and punctuality.
• Employability.
• Reduce anti-social behaviour.
• Successful work experience placements if appropriate.

Pastoral Support on Offer:

• Monitor behaviour and attendance.
• Support with transition.
• Identify barriers and solutions to learning and engagement.
• Liaison with other professionals/parents working with the learner.
• Progress etc. are regularly reviewed.
• Behaviour management.
• Information, advice and Guidance.
• Support after leaving the provision and moving into Nova Study Programme (if required).

Referral process: Is there a specific intake period:

Email, phone, referral form, etc.

Roll on roll off provision all year, allows intake to be at any time during the year.

What quality assurance processes do you have:

• Approval, monitoring and periodic review of programmes and systems.
• Assessment of learners.
• Quality assurance of all aspects of the learner journey.
• Learning resources.
• Management information systems.
• Collection and analysis of data.
• Measuring and improving outcomes.
• Internal inspections.
• Internal quality support visits.

Have you been quality assured by another organisation or Local Authority:

Ofsted visit July 2016 (achieved a grade 1 in all 8 areas of the Ofsted quality framework).

Range of awarding bodies

Ofsted – December 2011 – outcome – Grade 2 – Good.
Octavia AP Academy – Stage 4

Address:
Coalwharf Road,
Wisbech,
PE13 2FP.

Contact Name:
Nick Morley - Head of School

Telephone number:
0203 108 0367

E-Mail:
ocapaadmin@tbap.org.uk
nmorley@tbap.org.uk

Transport:
To be discussed during referral process

Age range of learners: Target group: Key stage:
KS3 & KS4

Capacity:
35

Which students are currently offered provision:

- Permanently excluded Students.
- Managed move Students.
- Learners suffering from physical or mental health.
- Learners with poor school attendance.
- Learners who are dealing with challenging life circumstances.
- Learners who are unable to access mainstream education as a result of persistent poor behaviour.
- Young carers.
- LAC Students.
- Learners who are at risk of exclusion.

Brief description of curriculum offered: (GCSE’s/A Levels/Short courses etc.):

- GCSE English Language and Literature (where appropriate).
- GCSE Maths.
- GCSE Science (Double Award)
- GCSE IT
- Duke of Edinburgh Scheme
- Citizenship
- CIAG sessions.
- GCSE PE & GCSE Art
- BTEC: Construction, Hair and Beauty, Catering & Life Skills

**Cost for an academic year/term/weekly or sessional basis:**

**Academic Year 2018-2019:** £13,500 per student for the academic year.

If a school is outside of Cambridgeshire, the base funding will need to be paid by the referring school.

**Expected outcomes for Students:**

- KS4 – reintegration back into mainstream school. (Where appropriate)
- Acquisition of GCSE and BTEC qualifications.
- Completion of short term accredited and non-accredited courses.
- Lowered risk of learners becoming NEET.
- KS4 students securing placements on Post 16 courses.
- Improved behaviour, attendance and punctuality.
- Improvements in Emotional Literacy – Self Awareness, Empathy, Self-Regulation.
- Regulation, Motivation and Social Skills.
- Improved relationships with peers and adults.
- Successful work experience placements for KS4 students.

**Pastoral Support on Offer:**

**At Octavia we offer the following Pastoral Support:**

- 1:1 support through Mentors and Learning Support Professionals.
- Home visits when required.
- Behaviour and attendance is monitored at SLT level and at TBAP Trust level.
- All learners at KS4 stage are supported with transition to Post 16. Further support is offered to learners in the Autumn term of Year 12 and will continue for as long as the learner requires the additional support.
- Our Design Principals are based around three areas – Success by any means, Precise Inclusion and Starting at Great. This sits at the heart of everything that we do.
- Interventions are reviewed on a weekly/half termly (sometimes daily) basis to ensure that learners needs are being fully met.
- Each learner is assigned to a mentor who will be the daily point of contact between home and school.
- At Octavia we have excellent relationships with our District Team and utilise their expertise and experience to ensure our learners receive the highest level of support.
- We work to a Behaviour for Learning model. IAG and CIAG are delivered to learners in Citizenship lessons and during tutor time.
Referral process: Is there a specific intake period:

As part of our referral process we require an EHA (Early Help Assessment), and an IAEP to be completed for all students.

In addition, we require the following information before we can proceed with any referral:

- Fully completed Learner Transfer form
- Attendance certificate
- Behaviour log
- Exclusion data
- Full details outlining the reason for referral and all supportive interventions that have been put in place by the school
- KS2 Data (or baseline data at point of admission)
- Latest subject attainment data
- List of GCSE subjects (with options)
- Last school report
- School Books

Referrals are made directly to the Head of School.

The email address is ocapaadmin@tbap.org.uk (for the attention of Nick Morley).

What quality assurance processes do you have:

- Systems and Programmes are reviewed annually by the TBAP Board across the Trust.
- Assessment of students is taken on half termly and termly basis and is analysed for trends by subject specific staff and SLT.
- This information forms the basis for specific interventions to be used for individual learners or groups of students.
- Quality of teaching is reviewed through daily climate walks and work book scrutinies.
- All information is logged and tracked on SIMS and learner progress is recorded onto Pupil Asset
- We are subject to Ofsted inspections

Have you been quality assured by another organisation or Local Authority:

Yes, we have been reviewed annually by the Local Authority since 2016.
Participation Dogs Ltd – Stage 4

Address: 22 Cornwell Road, Cambridge, CB2 9BD.

E-Mail: participationdogs@gmail.com

Telephone number: 07877613681

Age range of learners: Target group: Key stage:

Ages 4-25  All key stages.

Capacity: How many students can be accommodated:

We offer one to one work with students and up to six per group session.

Which students are currently offered provision:

- Students not accessing mainstream education
- Children struggling in school due to their brain injury
- Children struggling in school with speech language and communication
- Children struggling in school with fine motor, sensory and activities of daily living
- Children struggling in schools with relationships and self-esteem
- Excluded or at risk of exclusion
- Experiencing physical or mental health conditions
- Poor school attendance/school refusal
- Living with challenging life circumstances
- Students with Statements/SEN/additional needs
- Looked After Children
- Children with ASD, ADHD, MH difficulties, SLCN, OT needs.

Brief description of curriculum offered: GCSE’s/A Levels/Short courses etc.):

We are a therapeutic service working on skills development, increasing participation, developing resilience and reducing barriers. We offer animal assisted therapy alongside the frameworks of speech and language therapy and occupational therapy. We also work with a consulting psychologist. We can work on specific curriculum skills such as writing, reading, fine motor, executive function, speech and language. We can also work on reducing barriers to accessing the curriculum or educational placement e.g. anxiety, behavioural difficulties, depression, low confidence.

Cost for an academic year/term/weekly or sessional basis:

Individual: £90 per hour session.

Animal Assisted Therapy group. £120 per hour session for up to six young people. All prices include a speech and language therapist, occupational therapist and at least one participation dog.

Travel is an additional 40p per mile over 50 miles from Cambridge.

Expected outcomes for Students:
• Successful reintegration to mainstream School
• Prevention of permanent exclusion
• Develop skills to support acquisition of GCSE’s, A-Levels or other qualifications
• Lowered risk of NEET, progression to mainstream post 16 provision
• Positive changes in Student’s attitude to learning, motivation, confidence and self-esteem
• Improved behaviour
• Improved relationships with family and wider community
• Attainment of vocational skills
• Improved well-being and quality of life
• Development of speech, language and communication skills
• Development of fine motor, sensory and activities of daily living
• Development of personal and social skills
• Improved attendance and punctuality
• Employability
• Reduce anti-social behaviour/risk of YOT
• Successful work experience placements.

Pastoral Support on Offer:

• One to one support
• Access to speech and language therapist, occupational therapist and consulting practitioner psychologist
• Home visits to keep parents and carers informed
• Support with transition
• Identify barriers and solutions to learning and engagement
• Liaison with other professionals working with the Student
• Interventions, progress etc. are regularly reviewed
• Behaviour management
• Information, Advice and Guidance
• Signposting and referral to additional support
• Support after leaving the provision.

Referral process: Is there a specific intake period:

There is no specific intake period. We work Monday-Friday 9-5, 52 weeks a year. Referrals are via our referral form and email.

What quality assurance processes do you have:

• Small organisation of two.
• Approval, monitoring and periodic reviews of programmes and systems
• Assessment and review of students
• GAS goals
• Highly trained staff
• Collection and analysis of data
• Measuring and improving outcomes
• Risk assessments
• Continuing Professional Development programme in line with Royal College and HCPC and staff appraisal
• Regular supervision in line with Royal College and HCPC protocol.
People & Animals – **Stage 4**

**Address:**
Wisbech Community Farm, Lynn Road, Wisbech, Cambridgeshire. PE14 7AP.

**Contact:**
Katie Bristow, Benjamin Newton

**E-Mail:**
info@peopleandanimals.org.uk

**Telephone Number:**
07541 402354

**Transport:**
1. Transport will be required to visit Wisbech Community Farm, a bespoke facility providing a wide range of educational and engagement via animal and land-based activities.

2. No transport is required for our Outreach visiting service to the school/centre premises.

**Age range of learners/Target group: Key stage:**
Early years, 5-18 year olds, school leavers.

Key stages 1-5

**Capacity: How many students can be accommodated?**
121 sessions

Can also accommodate group sizes of up to 8 students.

**Which students are currently offered provision:**
Currently provide provision to:

People and Animals provides a fully inclusive and adaptable service, to meet the needs of Alternative Education, with bespoke lesson plans created to support reengagement into education, and overcome barriers faced to learning and wellbeing.

This may include people those affected by;
• Attachment difficulties
• ADHD
• Autism Spectrum
• Learning Disability
• Physical Disability
• Emotional Behavioural Difficulties
• Mental Health
• Poor educational attainment
• Unable to access mainstream education.
• At risk of exclusion or suspension from educational services.
• Struggling to cope with difficult life challenges.

**Brief description of curriculum offered: (GCSE’s/A-Levels/Short courses etc.)**

Termly series of therapeutic sessions, providing animal and land-based educational opportunities to reach curriculum targets set by each commissioning education provider and student.

[http://www.peopleandanimals.org.uk](http://www.peopleandanimals.org.uk)

Activities, session plans and interventions are designed to develop transferable life skills, enabling that child or young person to re-engage with learning and the education system, overcoming the social, educational, health and well-being barriers that they face. This may facilitate:

• Motivation and re-engagement into core curriculum based study.
• Improved school attendance.
• Improved ability to concentrate.
• Development of social skills; reducing social anxieties
• Managing inappropriate/challenging behaviour.
• Building a sense of trust and respect between students and adults.
• Understanding of potential career prospects to suit their skills.
• Improved health, tackling obesity, through exercise and raise and awareness of healthy eating.

Activities are structured to utilise therapeutic animal assisted goal-orientated activity, as a means to learning and personal development, which may include:

• Written communication.
• Verbal communication.
• ICT skills.
• Physical Education.
• Numeracy.
• Science.
• Psychology.

**Costs for an academic year/term/weekly or sessional basis:**
Costs calculated dependent on group size and length of service required. A typical Wisbech Community Farm session would cost £40 for 2.5 hours of intervention.

**Expected outcomes for Students:**

Expected outcomes will be dependent on the individual and/or goals agreed with the learning provider and/or commissioner. These may include:

- Positive change in student’s attitude towards learning.
- Improved motivation to engage with education, mainstream or otherwise as appropriate to the individual.
- Lowered anxiety levels in education setting, improved self-esteem and confidence.
- Improved concentration levels.
- Successful reintegration to mainstream school where applicable.
- Improved school attendance and punctuality.
- Improved chances of employability.
- Improved aspirations for future career prospects.
- Lowered risk of NEET.
- Improved health and awareness of health-related issues, for example, obesity and diet.
- Development of social skills.
- Improved ability to self-manage behaviour, enabling better access to education.
- Transferrable skills leading to improved relationships, working more positively with peers, staff at school. Family and wider community.
- Reduction in anti-social behaviour.

**Pastoral Support on Offer:**

- One to one support where beneficial.
- Programmes building from one-to-one sessions to group work as student develops throughout sessions, to facilitate transition.
- Home visits and family liaison where beneficial.
- Session reporting and reviewing.
- Behaviour management.
- Information, advice, support and guidance.
- Signposting and multi-agency working where appropriate.

**Referral process/Is there a specific intake period:**

E-Mail or telephone if you have a referral in mind.

There is no specific intake period.

The process will involve an initial conversation regarding the referral, followed by a consultation as to opportunities to suit the target child/young person or group, with confirmation of the service to then be offered with formation of service level agreement, including agreed start date.

**Quality assurance processes:**
The quality assurance processes that we have in place include –

Director Julie Milsom has a V1 internal verification qualification and is an accredited assessor to current QCF guidelines for TAQA.

Staff delivering sessions are fully qualified for service delivery, including current industry experience. CPD is recorded and monitored. CV’s are available upon request.

Staff have current Enhanced DBS certificates, with training in COSSH, First, Safeguarding, PREVENT, Food Hygiene, Makaton, as well as their own individual specialisms – youth work, animal welfare, Animal-Assisted Intervention, and Social Therapeutic Horticulture.

Appropriate insurances are in place. Copy of insurance certificates are available upon request.

Robust policies and procedures are in place.

Risk assessments are update and monitored on an ongoing basis. And are provided before beginning any sessions.

A full induction process is in place, and this will be reviewed prior to implementation on initial sessions at new venues.

Recording, monitoring and evaluation processes are in place for sessions and service programmes.

Full list of policies and procedures are available upon request.

**Quality assured by another organisation or Local Authority:**


People & animals are supporting SCAS as part of a working group establishing an Animal-Assisted Interventions Approved Provider Programme [http://www.scas.org.uk/animal-assisted-interventions/scas-approved-providers-of-aai/](http://www.scas.org.uk/animal-assisted-interventions/scas-approved-providers-of-aai/).

**Quality assured by another organisation or Local Authority:**

Ofsted
Peterborough Regional College – **Stage 4**

**Address:** Park Crescent, Peterborough, PE1 4DZ.

**Contact name:** Clare Wookey

**Telephone number:** 01733 762144

**E – Mail:** Clare.Wookey@peterborough.ac.uk

**Transport:**

Provision has transport available for a wide geographical area including: Earith, Colne, Somersham, Warboys, Upwood, Bury, Ramsey, Ramsey St Mary’s, Manea, Chatteris (New Rd), Chatteris (Huntingdon Rd), Ramsey Forty Foot, Ramsey Mereside, Pondersbridge, Doddington, Wimblington, March (South, Central, North & West), Turves, Coates, Whittlesey (various pickup points), Ellington, Buckden, Brampton, Huntingdon (various pickup points), Alconbury, Sawtry, Conington, Folksworth, Stilton, Yaxley, Hampton, Corby, Warmington, Elton, Carby, Essendine, Ryhall, Great Casterton, Wittering, Castor, Morton, Bourne (various pickup points), Thurlby, Baston, Langtoft, Deeping St Nicholas, Deeping St James, Market Deeping, Northborough, Glinton, Holbrook, Whaplode, Moulton, Cowbit, Crowland, Newborough, Pinchbeck, Spalding (various pickup points), Wisbech (various pickup points), Wisbech St Mary, Murrow, Guyhirn, Thorney, Eye.

**Age range of learner/key stage:**

14 – 19 plus  Post 16

**Capacity:**

No limit.

**Which students are currently offered provision? :**

Students not accessing mainstream education. Students excluded or at risk of exclusion – those suffering physical and or mental health conditions, poor school attendance/refusing to attend school and those dealing with challenging life circumstances.

**Brief description of curriculum offered: (GCSE’s/A Levels/Short courses etc.)**

Functional Skills Maths and English

GCSE English, Maths

Vocational Studies Qualifications comprising a range of vocational options

E-Safety

Sport

Sports Leaders Awards

ESOL
All courses offered at entry level, level 1 and 2

Level 1 or 2 Awards, Certificates or Diplomas, depending on chosen

**Cost for an academic year/term/weekly or sessional basis:**

All provision is calculated on an hourly infill rate of £13. There are additional costs for sundries and exam registrations.

In class learning support also incurs additional costs for sundries and exam registrations. This is important to note if learners are entitled to special arrangements for exams it must be reflecting of normal classroom practice leading up to the examination.

**Expected outcomes for Students:**

- Successful reintegration into mainstream School.
- Prevention of permanent exclusion.
- Acquisition of GCSE’s or other qualifications.
- Completion of short term accredited and non-accredited courses.
- Lowered risk of NEET, progression forward into post 16 provisions.
- Improved behaviour.
- Improved relationships with family and wider community.
- Attainment of vocational skills.
- Development of personal and social skills.
- Improved attendance and punctuality.
- Employability.
- Reduce anti-social behaviour.
- Successful work placements.

Potential to meet all outcomes mentioned depends on learner abilities/background. Bespoke development of curriculum to meet student needs. Teachers are informed of learner needs to ensure curriculum meets their individual aspirations and support requirements, additional learning support, is available for learners if they require it (at an additional cost). E&D is heavily promoted and embedded throughout the curriculum to ensure an inclusive learning environment. Access to a range of college services, including college nurse, careers advisor, wellbeing officer, youth workers, library, student union.

**Pastoral Support on Offer:**

- One to One support.
- Dedicated 14-16 Youth Mentor to track and monitor learners.
- College Wellbeing Team.
- Close monitoring of learner progression, behaviour, PSD and attendance.
- Initial assessment.
- Collaborative working with all involved professionals.
- Personal tutors.
- Behaviour management.
- IAG and careers advice.
- Additional Learning support (incurs additional cost).
Referral process: Is there a specific intake period:

The referral process is with CAF and meeting with the student before starting on any programme. Via email - sarah.laing@peterborough.ac.uk

Quality assurance processes:

Ofsted inspections.

Cross College quality assurance cycle that includes;

- Lesson observation
- Programme inspections
- Robust qualification moderation
- CPD

Quality assured by another organisation or Local Authority:

Ofsted

Range of awarding bodies
Prospect House – **Stage 4**

**Address:** c/o Ernulf Academy, Barford Road, St Neots, Cambridgeshire. PE19 2SH.

**Telephone number:** 01480 374748 ext 281 or 282

**Contact Name:** Mrs Karen Brown – Manager

**E-Mail:** karen.brown@astreaernulf.org

**Transport:** No transport available.

**Age range of learners:** Target group: 11-16 years Key stage: 3 and 4

**Capacity:** How many students can be accommodated:

Up to 35 but ideally 30, across both key stages.

**Which students are currently offered provision:**

Students not accessing mainstream education, excluded or at risk of exclusion. Those students suffering physical or mental health conditions, or those who have poor school attendance/refusing to attend school or dealing with challenging life circumstances.

**Brief description of curriculum offered: GCSE’s/A Levels/Short courses etc.):**

**IN KS3:** Enhanced Core Curriculum

**IN KS4:**

- GCSE ENGLISH LANGUAGE, ENGLISH LITERATURE, MATHS.
- Cambridge National Levels 1 & 2 in HEALTH & SOCIAL CARE
- FUNCTIONAL SKILLS ENGLISH & MATHS Levels 1 & 2.
- VCERT FOOD & COOKERY Levels 1 & 2.
- VCERT HEALTH & FITNESS Levels 1 & 2.
- LEVEL 2 FOOD HYGIENE.
- LEVEL 2 HEALTH & SAFETY IN THE WORKPLACE.
- BTEC Levels 1 & 2 in BUSINESS
- BTEC Levels 1 and 2 in TRAVEL AND TOURISM
- GCSE Religious Education

Some students continue to access specialist courses in their home school.

**Cost for an academic year/term/weekly or sessional basis:**

Please enquire

**Expected outcomes for Students:**

- Successful reintegration to mainstream school for KS3 students and for certain KS4 students.
- Prevention of permanent exclusion.
- Acquisition of appropriate qualifications at the end of KS4.
• Completion of short term accredited/non accredited courses.
• Lowered risk of NEET, progression to mainstream post 16 provision.
• Positive changes in Student’s attitude to learning, motivation, confidence and self-esteem.
• Improved behaviour.
• Improved relationships.
• Improved relationships with family and wider community.
• Attainment of vocational qualifications.
• Development of personal and social skills.
• Improved attendance and punctuality.
• Employability.
• Reduce anti-social behaviour.
• Successful work experience placements.

Pastoral Support on Offer:

• One to one support.
• Access to experienced mentors, including a trained Counsellor.
• Home visits to keep parents and carers informed.
• Monitor behaviour and attendance.
• Support with transition.
• Identify barriers and solutions to learning and engagement.
• Liaison with other professionals working with the Student.
• Interventions, progress etc. are regularly reviewed.
• Personal Tutors.
• Access to Locality Team support.
• Behaviour management.
• Information, Advice and Guidance.
• Signposting and referral to additional support.
• Support after leaving the provision.

Referral process: Is there a specific intake period:

Via the County IAEP form. This provision mainly supports students within St Neots, however, we will always consider requests from outside the town if we have capacity.

What quality assurance processes do you have:

• Annual departmental review cycle. Curriculum reviewed annually. Weekly meetings with SLT link.
• AP data submitted to schools at designated points.
• Staff Review & Development annually
• Links to departments at Ernulf and Longsands to ensure similar materials/resources are being used.
• Use of SISRA & SIMS.
• Collection and analysis of data.
• Monitoring of attendance and liaison with Attendance Leads in both Academies and EWO.
• Successful re-integration back to home school.
• Acquisition of appropriate qualifications.
• Destination for year 12 students.

Have you been quality assured by another organisation or Local Authority:

Ernulf Academy Ofsted Report 2016:
Effective arrangements to educate a small minority of pupils off-site enable pupils to remain successfully in learning. Ten pupils from year 11 were educated off-site at Prospect House last year. This provision helps learners to re-engage in learning… This year, all of these pupils successfully progressed into further education, training or employment.

Longsands Academy Ofsted Report 2014:
“...The Prospect House alternative provision run by the academy is of high quality. There are strong processes in place for referral prior to starting in the provision. Progress and attitudes are tracked rigorously, generating reports, which are sent regularly to senior leaders, who check students’ achievement. Most students reintegrate successfully into the main academy. All of them go on to gain appropriate qualifications by the end of Year 11.”

Ernulf Academy Ofsted Report 2014:
“The off-site alternative provision at “Prospect House” is of good quality. Students achieve well. The progress, attendance and behaviour of students attending Prospect House or the local special school are regularly checked. Students achieve and behave well and attend regularly.

“Students who are in danger of exclusion or who have specific medical needs attend alternative provision at Prospect House and at a local special school. They make good progress and achieve in line with their peers. A significant proportion gain five A* to C grades including English and Mathematics. Others achieve passes in both vocational and academic subjects. A few complete other accredited courses which enable them to move on successfully to local colleges.”

Date quality assured:
19th November 2018
Prospero Teaching – Stage 4

Contact: Danielle West

E-mail: CES@prosperoteaching.com

Telephone numbers: 0207 404 6383

Transport:

Locations will be determined by the status of the young person. Tutoring most commonly takes place at the young person’s home, a local library, skype or where possible on school premises depending on which learning environment is most suitable to the learner, school and parental guardian.

Age range of learners: Target group: Key stage:
5 – 18 EYFS, KS1, KS2, KS3, KS4 and KS5.

Capacity: How many students can be accommodated?:
No limitation on numbers, all dependent upon location/subject/key stage, in relation to the tutor skills/qualifications and availability.

Which students are currently offered provision:
- Students not accessing mainstream education
- Excluded or at risk of exclusion
- Suffering physical or mental health conditions
- Poor school attendance/refusing to attend school
- Dealing with challenging life circumstances
- Students with SEND
- Learners attending school that have vast gaps in learning and require additional support
- Young people in preparation for exams to improve attainment levels and reach their full potential

Brief description of curriculum offered: (GCSE’s/A-Levels/Short courses etc.):
We deliver bespoke programmes of work with individual children/young people to ensure all of their educational needs are met. These programmes are delivered on a 1:1 basis and for an agreed number of hours per week.
- English
- Maths
- Functional Skills
- Science
- Numicon
- Reader Recovery
- Art and Design
- Citizenship
- Computing
- Design and Technology
- Geography
- History
- Music
- Physical Education
- Religious Education
- Modern Foreign Languages
Prospero Teaching have specialised programmes designed for students with the following:

- SEMH
- UASC with no known education background
- EAL Students
- Pupils or excluded pupils who have been out of education for a long period of time.
- KS2 children transitioning to secondary school
- Any pupil requiring careers advice or support into work experience and training opportunities
- 16–18 Young learners aiming to access University or approaching other education transitions
- Learners of any age requiring a booster in core subjects.

Please contact to discuss in greater detail.

Cost for an academic year/term/weekly or sessional basis:
£40 per hour 1:1 tuition.

Expected outcomes for Students:

- Successful reintegration to mainstream School
- Prevention of permanent exclusion
- Acquisition of GCSE’s, A-Levels or other qualifications
- Completion of short term accredited and non-accredited courses
- Lowered risk of NEET, progression to mainstream post 16 provision
- Positive changes in Student’s attitude to learning, motivation, confidence and self-esteem
- Improved behaviour
- Improved relationships with family and wider community
- Attainment of vocational skills
- Improved attendance and punctuality
- Employability
- Reduce anti-social behaviour

Pastoral Support on Offer:

- One to one support
- Access to experienced mentors
- Feedback will be provided to parent/carer and school if tuition takes place in the home environment
- Monitor behaviour and attendance. You will be immediately informed if a session does not take place
- Support with transition
- Identify barriers and solutions to learning and engagement
- Liaison with other professionals working with the Student
- Interventions, progress etc. are regularly reviewed by weekly reporting
- Personal Tutors
- Access to Locality Team support
- Behaviour management
- Information, Advice and Guidance

**Referral process: Is there a specific intake period:**

Please email CES@prosperteaching.com and a referral form will be sent to be completed.

**What quality assurance processes do you have?:**

- Our tutors carry out initial and ongoing assessments, monitoring and periodic review of programmes and systems
- All our tutors have access to online resources and have the support of a training and development team made up of qualified and experienced tutors
- High quality staff are recruited through “Safer recruitment” processes and via appropriate matching of tutor to pupil needs
- Effective and rigorous line management by experienced teachers which includes staff appraisal and CPD opportunities
- Close communication between manager/staff and access to a network of staff with professional expertise
- Appropriate and individualised planning and assessment of all pupils
- Thorough Risk Assessments carried out prior to working with young people which are updated and reviewed regularly. All tutors are recruited to DfE level of compliance
- All tutors have access to high quality resources to support learning
- All sessions are recorded including lesson objectives/outcomes; these are regularly monitored by managers and emailed on a weekly basis to school
- Data on attendance/attainment is monitored, analysed and reported. You will be informed immediately if tuition does not take place
- Weekly reports written on each young person to record progress towards objectives
- Feedback from commissioners and service users collected and monitored regularly

**Quality assured by another organisation or Local Authority:**

We were previously audited by REC. We are now audited by Apsco.

**Date quality assured:** 16.11.18
Red Balloon Learner Centre Cambridge – **Stage 1**

**Address:**
57 Warkworth Terrace, CB1 1EE.

**Contact:** Diana Robertshaw

**E-Mail:**
[admin@cambridge.rblc.org.uk](mailto:admin@cambridge.rblc.org.uk)

**Telephone numbers:** 01223 357714 or 07584621629

**Age range of learners:** **Target group:** **Key stage:**
Currently 11-17

**Capacity:** How many students can be accommodated:
17 at one time

**Which students are currently offered provision:**
- Students not accessing mainstream education
- Suffering physical or mental health conditions
- Poor attendance/refusing to attend school
- Dealing with challenging life circumstances

**Brief description of curriculum offered:** (GCSE’s/A-Levels/Short courses etc.):
We offer GCSE’s, Entry Levels, Functional Skills, Project awards and BTEC’s. Subjects we offer (not all for qualification):
- Maths
- English
- Science
- Psychology, Child Care etc.
- History
- Geography
- Music
- Languages
- ICT
- Drama
- Religious studies
- PE
- DT
- Media
- Art
- Photography

**Cost for an academic year/term/weekly or sessional basis:**
The cost for the academic year varies according to need and whether the student has an EHCP.

If a student has an EHCP we divide the charges into bands where the highest one is £30,000.

**Expected outcomes for Students:**

- Successful reintegration to mainstream School.
- Acquisition of GCSE’s, A-Levels or other qualifications.
- Completion of short term accredited and non-accredited courses.
- Lowered risk of NEET, progression to mainstream post 16 provision.
- Positive changes in Student’s attitude to learning, motivation, confidence and self-esteem.
- Improved behaviour.
- Improved relationships with family and wider community.
- Development of personal and social skills.
- Improved attendance and punctuality.
- Employability.
- Reduce anti-social behaviour.

**Pastoral Support on Offer:**

- One to one support.
- Monitor behaviour and attendance.
- Support with transition.
- Identify barriers and solutions to learning and engagement.
- Liaison with other professionals working with the Student.
- Interventions, progress etc. are regularly reviewed.
- Personal Tutors.
- Access to Locality Team support.
- Behaviour management.
- Information, Advice and Guidance.
- Signposting and referral to additional support.
- Support after leaving the provision.

**Referral process: Is there a specific intake period:**

No specific intake period. Can happen any time of the year as long as there is space in the centre.

**What quality assurance processes do you have:**

- Approval monitoring and periodic review of programmes and systems
- Assessment of students
- Quality assurance of teaching staff
- Learning resources and student support
- Measuring and improving outcomes
- Constant qualitative reviews

**Date quality assured:**

November 2018 by ISI and we have achieved very good outcomes.
Red Balloon of the Air – **Stage 4**

Address: Suite 3, Winship House, Winship Road, Milton, Cambridgeshire.CB24 6AP.

**Telephone number:** 01223 366052 or 01223 354388

**E-Mail:** [admin@rbair.org.uk](mailto:admin@rbair.org.uk)

**Transport:**
Provision is web based. Students must have access to a reliable internet connection, but we provide the technical equipment that a student needs to access our programme throughout the duration of the programme.

**Age range of learner/key stage:**
Provision is predominantly aimed at KS3 and KS4 students (11 – 16), but we have the capacity and the capability to extend the age range to cover primary (upper KS2) and post 16 students who are considered appropriate for the provision.

**Capacity:**
We aim to expand according to need – the “model” has been built to enable us to do this. Our only caveats are that:
- we are given time / notice to set up additional provision;
- students are appropriate for Red Balloon and for “virtual” learning;
- students commit to engaging with the programme;
- invoices are paid promptly, otherwise we cannot finance “additions”.

**Which students are currently offered provision? Students attending RBAIR are those who:**

- are not accessing mainstream education (probably through self-exclusion);
- are experiencing mental health issues;
- are refusing to attend school completely or for much of the time;
- have experienced bullying or other trauma in or out of school;
- are dealing with difficult/complex life circumstances.

**Brief description of curriculum offered:** (GCSEs/A levels/short courses etc.)

Red Balloon offers bespoke provision according to student need and demand. For KS3 students we offer a range of project – based learning based on student interest and covering core subjects. All students study a core curriculum (maths, English, science and ICT) and can access other subjects if deemed appropriate. For Year 10 and 11 students we offer a full range of courses leading to external accreditation. Students have often missed significant periods of education or find studying stressful, thus we work with students and their families to decide what range and number of subjects will be studied. We offer extensive wellbeing support for all students. This is delivered through online wellbeing/counselling, PSHE and small therapeutic groups. Equally importantly all students are mentored by a trained person who is responsible both for their
personal development and for ensuring that family, school and student work together to achieve the best possible outcomes.

**Cost for an academic year/term/weekly or sessional basis:**

We offer provision from £9800 per annum. Bespoke / extended programmes are available at costs that are negotiated according to need.

**Expected outcomes for students:**

Red Balloon adopts a holistic approach to education. Staff work to develop student wellbeing. Personal alongside academic knowledge and skills. Red Balloon aims to identify challenging, but attainable, individual targets, based upon current attainment, previous performance and requirements for transition. We always identify a transition target e.g. Post 16 college placement or training and identify the qualifications that students will require to make that transition.

**Outcomes we have commonly seen are:**

- positive changes in students’ attitude to learning, motivation, confidence and self-esteem;
- improved wellbeing - reduction in anxiety, depression and self-harming behaviours;
- improved relationships with family and wider community;
- development of positive relationships with peers;
- development of inter and intra personal skills;
- significantly improved ICT capabilities;
- acquisition of GCSEs (KS4), and other external accreditation;
- successful transitions into education, further education or employment (outstanding NEET outcomes);
- strong progress at KS3 in core subjects.

**Pastoral Support on Offer:**

- **Bespoke support** – we work through with students individually in online educational or therapeutic sessions. All students have access to a regional mentor and wellbeing counsellor for individual support.
- **Group size rarely exceeds 5 for teaching sessions. In addition we offer supportive community home visits and small groups led by the regional mentor. RBAIR students are often socially isolated and experience high levels of anxiety when engaging with others and their local community. Part of the role for the regional mentor is to encourage and provide opportunities for students to engage in their local community.
- **Access to experienced mentors** – students have several channels at RB to express opinions and raise issues: a weekly wellbeing or online counselling session with a counsellor, a fortnightly/weekly meeting with their regional mentor, or within the weekly community circle time held each week. Working with a small team in 1 – 1 or small group sessions allows for very close relationships to be built and for the close monitoring of each student. This, combined with an emphasis on actively seeking feedback from students and parents, means that we can have discussions regarding any uncertainties or worries directly with the parties concerned.
- **Home visits to keep parents/carers informed** – working with parents is an integral part of the RB programme and the regional mentor has fortnightly/weekly contact with parents through home visits which include reviewing individual needs and identifying aspirations. Feedback is sought from parents on their satisfaction with RB provision, and they are encouraged to maintain close contact with the regional mentor and/or the coordinator throughout the duration of the placement.
Monitor behaviour and attendance – RBAIR offers a bespoke programme according to student need. We are often complimented on our effective communication in our parental surveys and we are proactive in communicating a student’s needs, as well as being responsive to requests for information from those we are working with. Reports are sent to schools and commissioning agents at agreed time intervals.

Support with transition – transition planning is a core element of RBAIR provision. Initial aims are identified at the point of referral (placement aims). One of those aims will identify the student’s intended next placement, and provide a timescale for that move. That aim will consistently be reviewed and revised in accord with the progress made by the student. Once the point of transition is reached, the regional mentor will work closely with student, family and the new placement to plan for successful transition. The organisation holds a transition policy to support this process.

Support after leaving the provision – this is covered within our transition policy – regional mentors maintain contact through the early days of a new placement, intervene to resolve issues if required and ensure good communications with parents/carers. We subsequently check students’ engagement with their placement after six months and eighteen months.

Referral process: Is there a specific intake period:

Initial contact should be made with head office (contact details are available on the website (www.redballoonlearner.org); anyone wishing to pursue an enquiry will be asked to complete an enquiry form that will be passed to the admissions team who will then respond within five working days of receipt of the enquiry. Presuming that the referral appears appropriate, we seek to access as full a picture of the student and their immediate family/life circumstances as possible to enable us to plan appropriately. We therefore require the completion of the form providing us with all the relevant information.

It is essential that funding is agreed prior to any arrangement. Once funding has been agreed, we organise a computer induction visit (to the student’s home) and discuss the nature of provision required. From there set up appropriate provision.

What quality assurance processes do you have:

RBAIR has a quality assurance policy (available if required).

The core elements of QA are:

- we regularly seek feedback from students and parents;
- all staff are expected to be reflective practitioners;
- subject leaders (equivalent to heads of departments in mainstream schools) monitor progress in their subjects – and report to Air’s curriculum manager;
- we track and review student progress both academic and “wellbeing” and revise practice in light of that;
- we produce and evaluate an annual quality assurance and development plan based upon annual self-evaluation
- all staff participate in annual professional development;
- all data is held on an internal management information system;
- the RBAIR Coordinator provides an annual report (in September) to trustees that provides data on outcomes and progress for the previous academic year;
- the Director of Education also takes this report and compiles a comparative study of outcomes with other RB providers and national “expectations”;
- all the safeguarding processes and practices are monitored throughout the year;
we carry out an annual audit of our safeguarding practice.

Have you been quality assured by another organisation or local authority:

Yes we have completed:

- Essex County Council Monitoring Alternative Education Self Evaluation (September 2018)
- Suffolk Quality Assurance (November 2018).
- Wiltshire Quality Assurance (November 2018).
Romsey Mill – **Stage 4**

**Address:** Romsey Mill, Hemingford Road, Cambridge, CB 3BZ.

**Contact name:** Mike Farrington

**Telephone number:** 07789617522

**E – Mail:** mike.farrington@romseymill.org

**Transport:**

No transport is available but provision can take place away from the Romsey Mill centre, i.e. in schools/local venues.

**Age range of learner/key stage:** 10 – 21 - KS3 & KS4 mainly.

**Capacity:**

We have 15 youth workers operating throughout Cambridge City, South Cambs (including Cambourne & Sawston) and Hampton, Peterborough, with capacity to offer alternative education group and one-to-one work to local schools. This capacity is limited – with youth workers continuing to deliver significant amounts of community based youth provision – and demand outstrips our levels of resource. Therefore, the further in advance schools can start discussions about provision the more likely it is we will be able to accommodate their needs.

**Which students are currently offered provision:**

We focus on young people aged 10-21 who need extra support to overcome challenges in their lives. This is likely to include young people who:

- Are exposed to difficult home situations and may be on the radar of Social Services
- Struggle with mental health issues including self-harm, anxiety and depression
- Have been involved in the criminal justice system
- Have issues with drugs or alcohol
- Are engaged in anti-social or risk-taking behaviour
- Are at risk of exclusion, excluded, or disengaged from mainstream education
- Are at risk of becoming, or are already NEET

**Brief description of curriculum offered: (GCSEs/A-levels/Short courses etc.):**

**One-to-one:**

- Pastoral care (wellbeing, self-esteem, emotional intelligence and character development)
- Accredited (Level 1 & 2 Home Cooking Skills, Level 1 Arts Award, Enterprise and Music Technology)
- Core curriculum (functional skills maths and English and GCSE delivery)

**Group:**

- Primary school group work and transfer support
‘Step-up’ personal and social development course (team work, adventurous activities, enterprise, youth culture, RSE and accredited courses incl. L1 Arts Award, L1 Home Cooking Skills, L1 Enterprise Award)

- Vocational (L1 & 2 Music Technology and Uniformed Services)
- ‘Building Resilience’ course for parents

Expected outcomes for Students:

The young people should experience the following outcomes:

- Improved confidence and self esteem
- Improved ability and willingness to take responsibility for their futures and make informed post 16 choices
- Development of a range of skills that will help their transition into adult life including personal and interpersonal skills
- An enhanced and realistic view of themselves and their capabilities
- Achievement of nationally recognised qualifications
- Improved ability to engage positively with the community and to stay safe from crime and anti-social behaviour
- A more developed understanding of their spiritual beliefs, values, ethics and the morals by which they live
- Improved engagement with and attitudes towards, education and learning

Pastoral Support on Offer:

One to one pastoral support can include a range of topics including; self-harm, anger management, coping with stress, healthy eating, drugs and alcohol, sex and relationships. Youth workers can also look to overcome barriers to learning and non-engagement with school. Monitoring and tracking procedures are in place with youth workers keeping a record of attendance, distance travelled (including using a bespoke self-assessment tool), and anecdotal progress reports. Specific reporting procedures can be negotiated with each school on an individual basis. Youth workers, work in partnership with other organisations, are able to refer to specialist support where appropriate, e.g. CAMH where required. Youth workers are also well used to EHA and TAF meetings. Young people accessing one to one support are also made aware of other Romsey Mill groups and services including open-access youth clubs, sports sessions etc.

Referral process: Is there a specific intake period:

Referrals are made firstly via a conversation between the referring agency and the relevant area-based Youth Development Worker or Programme Coordinator (Mike Farrington).

We have our own referral form available to schools.

There is no specific intake period.

What quality assurance processes do you have:

Policies and Procedures:
Romsey Mill operates robust policies and procedures that pertain both to the organisation as a whole and specifically to the provision of alternative education. A list of policies is given below:

**Generic policies:**
- Safeguarding
- Equality and Diversity
- Health and Safety
- Data Protection
- Induction Policy

**Alternative Education specific policies:**
- Teaching and learning
- Behaviour management
- Tracking and reporting
- Controlled Assessments
- Reasonable Adjustments and Special Consideration Policy
- Appeals Procedure
- Registration and certification
- Referral and induction policy
- Staff practices and behaviour
- Quality Assurance Cycle

**Policies pertaining to the delivery of vocational qualifications:**
- Recognition of prior learning
- Assessment policy
- Assessment malpractice policy
- Internal verification policy

**Qualification and Competencies of staff:**
Pastoral care, Personal and Social Development (PSD) and vocational sessions are delivered by specialist Youth development Workers with relevant vocational experience and/or training. Core Curriculum GCSEs and Functional Skills delivery in maths or English are delivered by qualified tutors.

**Assessment and data tracking:**
Romsey Mill adopts rigorous self–assessment procedures. In particular the following key performance indicators are monitored:
- Student achievement, attainment and progress: This includes measuring progression through formal qualifications, baseline assessments, formative and summative assessments in core subjects and the implementation of a bespoke “Distance Travelled” protocol.
- Student attendance: Registers of attendance are in operation for all sessions.
• Quality of teaching and learning: To monitor the levels of teaching core curriculum lessons are subject to observations, in accordance with OFSTED criteria. Teachers of vocational subjects can also expect to be observed by the Internal Quality Reviewer (IQR), who will ensure students are making progress towards their vocational award.

• Behaviour and safety: Romsey Mill has a behaviour management policy and serious incidents are recorded on incident forms.

• Feedback from the schools, Local Authority and associated organisations: Schools, the Local Authority and any other organisations involved with the centre are asked to contribute to the self-assessment process on an annual basis.

Quality Assurance of Vocational Qualifications:

The quality of vocational qualifications is overseen by a qualified IQR (currently the IQR holds the Level 4 Award in Internal Quality Assurance of assessment Processes and Practices). The IQR ensures that Romsey Mill adheres to the “Quality Assurance Cycle” outlined in the internal verification Policy and that delivery of vocational qualifications meets the standards required by the relevant awarding bodies including:

- Edexcel – Pearson
- NOCN
- NCFE
- Arts Award/Trinity College
Subconquest Ltd – Ollie and his Super Powers - Stage 3

Provider of Ollie Coaches (emotional therapists), who are all trained in the Ollie therapeutic Model, and Ollie services.

Address:

4 Colne Road, Bluntisham, Hunts, PE28 3LU

Contact Name: Caroline Chipper

Telephone Number: 07816661460

Transport:

Provision has transport available

Age range of learners: Target group: Key stage:

From 4 years old  EYFS to Key Stage 5

Capacity: How many students can be accommodated:

Ollie Coaches would normally work for half a day (4 hours). Students would be seen individually for up to 1 hour (depending on age) by an Ollie Coach, and depending on the individual we recommend seeing the student on a bi-weekly basis. The number of sessions a student has with an Ollie Coach will be dependent on the individual needs of the student. Ollie Coaches can be available every day depending on the requirements of the school or organisation.

Which students are currently offered provision:

All types of students would be able to seen as most of them are dealing with challenging life circumstances or circumstances that are difficult for them.

Ollie Coaches work with the emotion that drives the behaviour empowering the student to manage their emotions rather than be controlled by them. Examples of issues we work with are stress, anxiety, low self-worth, depression, attachment disorder, ADHD, high functioning autism: ARBD, ODD, PDA.

The presenting behaviour isn't necessarily the actual emotion i.e. children that display anger outbursts may actually be sad or scared etc. This can result in being excluded, poor school attendance or refusal to attend school etc.

Brief description of curriculum offered: (GCSE’s/A-Levels/Short courses etc.):

1. Ollie Coaches - Subconquest supply Ollie Coaches that provide emotional wellbeing therapy on a 1-2-1 basis

2. Ollie Kids - lunchtime or afterschool groups for children that need that extra level of support to understand resilience, self-worth, gain confidence, improve communication skills all working in a team environment.
a. Different levels are offered on this depending on the age range of the students and presenting issues i.e. this could be run for children who are expected to have issue with transition.

3. Staff training - Subconquest runs training days for school staff in the Ollie Model.

**Cost for an academic year/term/weekly or sessional basis:**

1. Ollie Coaches – Cost dependent on requirement of the school or organisation and the needs of students. The number of sessions a student has with an Ollie Coach is based on the individual's requirements.
2. Ollie Kids – cost dependent on age range of students and mental aptitude
3. Staff training – cost dependent on level of training and staff numbers.

**Expected outcomes for Students:**

- Positive changes to student's attitude to learning, motivation, confidence and self-esteem.
- Improve relationships with family and wider community
- Development of personal and social skills
- Reduced anti-social behaviour
- Improved attendance and punctuality.

**Pastoral Support on Offer:**

Depending on what is required we can provide:

- 1-2-1 support through emotional talking therapy
- Liaison with parents, to reinforce 1-2-1 work with student
- Liaison with other professionals with reference to 1-2-1 work
- Progress is constantly reviewed
- Support with transition
- Attending meetings for student review with other agencies or support workers

**Referral process: Is there a specific intake period:**

Referrals to come through the organisation we are working with via secure email on agreed documentation that gives the Ollie Coaches the background information they require. All referrals are assessed on an individual basis before agreeing to work with the individual.

**What quality assurance processes do you have:**

- Referral process with risk assessment if required
- Initial, interim and final progress reports on each student
- Specific measurables completed for each student
- Ollie Coaches are all trained to an agreed standard, are in regular supervision, are insured, have enhanced DBS check, and have safeguard and prevent training.

**Quality assured by another organisation or Local Authority:**
Approval process for working with
Thanet KCC, February 2018
Suffolk CC - Nov 2018
Coram Adoption Services – Cambridgeshire July 2018
Sugarman Education - Children's Services – **Stage 1**

**Address:** 6th Floor, 10 Fenchurch Street, London EC3M 3BE

**Contact:** Sharon Mohan

**Telephone Numbers:** 0203 793 2009/ 07971 139 559

**E-Mail:** Sharon.mohan@sugarman.co.uk

**Age range of learners: Target group: Key stage:**

FS - Post 16   KS1 - KS4.

**Capacity: How many students can be accommodated?**

No maximum numbers.

**Which students are currently offered provision:**

Permanently excluded students

Learners suffering from physical or mental health

Learners with poor school attendance

Children in care

Young people at risk of permanent exclusion

NEET

SEND

Challenging behaviour

Mainstream learners

Transitional students.

**Brief description of curriculum offered: (GCSEs/A-Levels/Short courses etc.):**

We offer provision on a 1-2-1, and small group basis. All levels of ability across all key stages.

Foundation stage

KS1

KS2 - Literacy, Numeracy, Science, Humanities, Languages ICT

KS3 all subjects

Vocational subjects

Mentoring services
Personal and social development
Activity based learning
EAL
Support to refugees that are unable to speak English as a first language - ESOL
GCSE
A levels - all subjects taught
Functional skills Level 1 and 2.

**Cost for an academic year/term/weekly or sessional basis:**

Pricing will be provided at referral stage, we offer a reduced hourly rate based on AP provision.

**Expected outcomes for Students:**

Successful reintegration to mainstream school or special school
Prevention of permanent exclusion
Lowered risk of NEET, progression to mainstream post 16 provision
Support with mental health
Greater attainment levels
Improved behaviour
Learning motivation
Development of personal and social skills
Improved relationships
Improved attendance and punctuality
Employability
Learning pathways.

**Pastoral Support on Offer:**

One to one support
Access to experienced mentors and specialist staff
Monitoring of behaviour and attendance on a weekly basis
Support with transition
Identify barriers and solutions to learning and engagement liaison with other professional working with the young person

Interventions - progress are reviewed regularly

Tuition reports are provided weekly

Behaviour management - tracking process.

**Referral process: Is there a specific intake period:**

Referrals are via email - with a completed referral form

Referrals are received via the commissioning local authority or school, all data is collated at this stage - EHCP and IEP if applicable.

We will conduct a risk assessment once the provision has been facilitated, where the provision will be off-site and not in the home.

There is no specific intake period.

**What quality assurance processes do you have:**

Members of staff are qualified, and produce weekly reports. The reports correlate with the individual schemes of work that are compiled by the teachers based on the young person’s needs. They are then quality assessed by our moderator who is a qualified member of staff, and feedback is provided termly. We measure the learning objectives - and track outcomes and progression.

**Quality Assured:**

Doncaster Council – August 2019.
The Canine Effect - **Stage 2**

**Address:**
27 Ilex Close, Hampton,
Peterborough, PE7 8AD

**Telephone number:** 07849102388

**E-Mail:** thecanineeffect@hotmail.com

**Transport:** This is a visiting service to premises.

**Age range of learners; Target group; Key stage:**
KS2, KS3, KS4, KS5

**Capacity: How many students can be accommodated:**
121, and group sessions of up to 8

**Which students are currently offered provision:**
- Those at risk of exclusion.
- Students not accessing mainstream education.
- Looked after children
- Students with Statements/SEN/EHCP/additional needs.
- Experiencing physical or mental health conditions.
- Dealing with challenging life circumstances.
- Emotional Behavioural Difficulties.
- Young carers.

**Brief description of curriculum offered; (GCSE’s/A-Levels/Short courses etc.)**

Session plans and interventions are developed to build transferable skills.

Tailored programmes that target developing the students’ self-esteem and confidence building.

The programmes are designed to use therapeutic animal assisted activities, as a means to help the student build on their own personal development goals. The programmes can support with the following:

- Written communication
- Verbal communication
- Physical education
- Numerical skills
- Science
- Psychology
Cost for an academic year/term/weekly or sessional basis:

This will vary depending on the level of intervention required. For example, if the requirement is for a 121 session or working with a group of students, will determine the level of resources required. The range would be £30pph - £50pph. Please feel free to call and discuss.

Expected outcomes for Students:

Expected outcomes will be dependent on the goals agreed on. These may include:

- Development of personal skills, improvements in levels of patience, empathy and personal responsibility
- Development of social skills, improvement in communication, behaviour and teamwork.
- Positive change in a student’s attitude towards learning
- Improved motivation to engage with education, mainstream or otherwise as appropriate to the individual
- Improvements in the students’ self-esteem and confidence
- Improved health and awareness of health-related issues, for example, obesity and diet.
- Reduction in anti-social behaviour
- Engagement in physical activity
- Greater aspirations and motivation.

Pastoral Support on Offer:

- One to one support where required or considered beneficial
- Home visits and family liaison where required
- Session reporting and reviewing aligned to the providers’ needs.
- Behaviour management
- Identify barriers and solutions to learning and engagement
- Information, advice, support and guidance.
- Signposting and multi-agency working where appropriate.
- Individual packages for each student, taking into consideration their social and emotional needs
- Close liaison with the family/carers and commissioners to work in partnership with each other
- High level of Safeguarding.

Referral process: Is there a specific intake period:

- Direct telephone contact
- E-mail.
- There is no specific intake period.

What quality assurance processes do you have:

We consistently monitor and review the programme and activities we provide to ensure that they reflect best practice.
We anticipate referrers will have their own quality assurance processes/data collection systems and as far as possible we work alongside/with these.
Address: The Seeds of Change, Unit 9, Manor Farm, Main Road, Astwood, Bucks. MK16 9JS

Contact: Rachael Frossell

Telephone number: 01234 881 871610870 / Rachael Frossell - 07801 294923

E-Mail: Rachael@theseedsofchange.co.uk

www.theseedsofchange.co.uk

Transport:
Young people accessing our provision are usually transported either via taxi, parent/carer, or keyworker. Transport is arranged via the referring body. Young people are met on arrival by a member of The Seeds of Change team and escorted to their transport at the end of sessions.

Age range of learners: Target group: Key stage:
Age 4 upwards, we will work with learners of any age however, most post 16 learners have an EHCP and are therefore eligible for funding.

KS 1-4 – we work on either a one to one basis or in small groups with a maximum of 6/8 learners with a maximum 1:4 ratio.

Capacity: How many students can be accommodated:

We work on either a one to one basis or in small groups with a maximum of 6/8 learners with a maximum 1:4 ratio.

Which students are currently offered provision:

- Students not accessing education
- Excluded or at risk of exclusion
- Poor school attendance/school refuser
- Suffering with poor mental health
- Eating disorders
- Selective Mutism
- Dealing with challenging life circumstances
- Looked after young people
- Adopted young people
- Diagnosed and undiagnosed SEND
Brief description of curriculum offered: (GCSE’s/A - Levels/Short courses etc.):

We are primarily a therapeutic provision, however alongside therapeutic intervention we offer the following academically accredited qualifications –

City and Guilds Employability Skills Level One Award, Certificate and Diploma

City and Guilds Employability Skills Level Two Award and Certificate

City and Guilds Functional Skills Maths and English Entry Level One through to Level 2.

Cost for an academic year/term/weekly or sessional basis:

One to One

Our 1 to 1 programme offers bespoke sessions for individuals encountering a wide range of emotional and behavioural issues and for those facing specific barriers to learning. Each programme is personalised to the individual and is suitable for anyone requiring a high level of support.

We work with young people of all ages and address the specific requirements of the individual to develop and support them. Upon referral, each young person is assessed using our baseline assessment tool to enable a detailed Individual Learning Objectives and Impact Measures to be produced.

We work in close partnership with a wide range of multi-disciplinary professionals and referring organisations, to ensure that the young person’s complex needs are addressed via a cohesive, multi-agency approach.

Each session lasts one hour fifteen minutes, and we would recommend a minimum of six sessions; some clients work with us over a much longer period. The aim of this programme is to develop and support the individual to the next stage in their life.

Duration: Sessions run for 1 hour 15 minutes

Timings: Flexible hours to suit commissioner/school from 9.30am to 2.30pm, Monday – Friday

Age Group: Key Stage 1 – 4

Cost: £900 if booked in blocks of 6 sessions at a time

£1,650 if booked in blocks of 12 sessions at a time.

KS2/3 Re-engagement Programme:

This specific re-engagement programme is designed to support Key Stage 2 and early Key Stage 3 learners, identified at risk of disengaging at risk of exclusion or, those struggling with the transition into a new school/year group.

This six week group programme supports a small group (maximum 6 students) to develop essential life skills, including but not limited to; understanding their own behaviour, its effect
on themselves and others. Managing anger and challenging situations; improving confidence and self-esteem, team working and cooperation and preparing for change.

The course has tailored outcomes to improve pupil behaviour and learning attitudes, whilst addressing the underlying causes of disengagement within the school environment.

Academic Outcome: In house Foundation Certificate in Personal Development

Duration: 6 week course, sessions vary from half to one full day per week

Timings: Flexible hours to suit commissioner/school from 9.30am to 2.30pm

Monday – Friday

Age Group: Key Stage 2 – 3

Cost: Half Day: £800 per day for group of 6 / £135 per person half day Rate.

Full Day: £950 per day for group of 6 / £160 per person full day.

Early Intervention Foundation Programme:

This is a group programme with small group sizes of generally 6 pupils, varying from half a day to one full day. The programme can also vary in length from between 6 to 12 weeks depending on the requirements of the referring body.

Similar to the KS2/3 Programme this course is aimed at improving pupil behaviour and learning attitudes, whilst addressing the underlying causes of disengagement within the school environment.

The programme develops essential life skills and transferable learning opportunities with students undertaking a series of practical Equine Facilitated Learning tasks. Throughout the programme students are supported in developing the ability to make informed decisions and appropriate choices, this supports students to re-engage in school, improve their attendance and become more confident in their ability to cope with the challenges in their life. Each week has a different learning outcome:

- Team working
- Managing anger and aggression
- Communication
- Building and maintaining healthy relationships
- Preparing for change
- Building confidence and self-esteem
- Resolving conflict

The course can be used as a stand-alone programme, or an introduction to our other programmes which can ultimately lead into a City & Guilds Qualification.

Academic Outcome: In house Foundation Certificate in Personal Development
Duration: 6 to 12 week course, sessions vary from half to one full day per week
Timings: Flexible hours to suit commissioner/school from 9.30am to 2.30pm Monday – Friday
Age Group: Key Stage 3 – 4
Cost: Half Day: £800 per day for group of 6 / £135 per person half day rate
Full Day: £950 per day for group of 6 / £160 per person full day rate

City & Guilds Level 1 and 2 in Employability Skills:

This programme develops transferrable skills through working with horses. This environment ensures client engagement and delivers academic outcomes. It is a 30 week course, with small group sizes (maximum learners 8). The young people will gain a City & Guilds qualification in Employability Skills, whilst increasing their motivation, self-confidence and self-esteem.

This qualification is designed to support Key Stage 4 learners to successfully gain a job, progress in a chosen field, prepare them for further study and support the development of techniques that are required for successful independent living. Features of this qualification include;

- Engaging learning environment in which to deliver this versatile qualification
- An understanding of positive skills and attitudes for learning and work
- Taking ownership for personal progression
- PSHE subjects

City & Guilds Functional Skills in Maths and English can be delivered alongside this course (up to Level 2). Costs for this are additional.

Academic outcome: C&G Level 1 Certificate through to L2, depending on progression

Employability Skills Award (5546-02): 601/3629/7 Level 1
6 credits GLH’s 60
Employability Skills Certificate (5546-04) Level 1: 601/3643/1
15 credits GLH’s 150
Employability Skills Certificate (5546-04) Level 2: 601/3645/5
15 credits GLH’s 150
**Duration:**
1 day per week for full academic year (30 weeks)

**Timings:**
Flexible hours to suit commissioner/school from 9.30am to 2.30pm,
Monday – Friday

**Age Group:**
Key Stage 3 – 4

**Cost:**
£4,500 per learner per 38 week programme, including our in house early
Intervention / re-engagement programme.

Please note we require a minimum of three students in order to facilitate this programme

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**City & Guilds Functional Skills:**

Functional Skills can be delivered alongside the above qualifications or in conjunction with the early intervention/reengagement programme along with various short projects to create our Discovery Programme, this programme can run for the whole academic year or adjusted to suit the commissioning body (additional cost applies):

Functional Skills English (3748-01) – GLHs 45 per qualification

Functional Skills qualification in English at Entry 1 501/1317/3
Functional Skills qualification in English at Entry 2 500/9837/8
Functional Skills qualification in English at Entry 3 500/9839/X
Functional Skills qualification in English at Level 1 500/9319/8
Functional Skills qualification in English at Level 2 00/9318/6

Functional Skills Maths (3748-020) – GLHs 45 per qualification

Functional Skills qualification in Mathematics at Entry 1 501/0637/5
Functional Skills qualification in Mathematics at Entry 2 501/1821/3
Functional Skills qualification in Mathematics at Entry 3 501/1820/1
Functional Skills qualification in Mathematics at Level 1 501/0986/8
Functional Skills qualification in Mathematics at Level 2501/0987/X
Expected outcomes for Students:

- Successful reintegration to the education system.
- Prevention of permanent exclusion.
- Acquisition academic qualifications.
- Completion of The Seeds of Change therapeutic programme.
- Lowered risk of NEET, progression to post 16 provision.
- Positive changes in Student’s attitude to learning, motivation, confidence and self-esteem.
- Improved behaviour, greater understanding of the impact on self and others
- Improved resilience and ability to manage change effectively
- Improved relationships with family and wider community.
- Attainment of vocational skills.
- Development of personal and social skills.
- Improved attendance and punctuality.
- Employability.
- Reduce anti-social behaviour.
- Successful work experience placements.

Pastoral Support on Offer:

One to one support with experienced coaches:

- Robust monitoring of attendance
- Identifying barriers to learning and working towards re-engagement
- Liaison with other professionals working with the young person
- Regular review of personal learning objectives, impact and progress in conjunction with the referring body
- Attendance at LAC, CIN and Core group meetings as required
- Information, Advice and Guidance
- Signposting and referral to additional support
- Weekly session notes for the commissioning body detailing progress made against learning objectives.

Referral process: Is there a specific intake period:

Directly from the commissioning body, via the completion of an initial learner assessment (referral form). We do not have set admission criteria, we will discuss all cases on an individual basis. We accept referrals to start throughout the academic year.

What quality assurance processes do you have:

We have extensive QA procedures in place.

We do regular T & L Observations, Peer Observations and operational walk throughs.

We record data on attendance/non-attendance, Safeguarding, accident reporting, City and Guilds progress and also do Student Progression Reports 3 times per year.
We do daily student reports to demonstrate impact to schools.

We have a daily debrief which includes Equality and Diversity, Incident reports, interim student reports, safeguarding concerns, operational notices and anything else of note.

We have an extensive MIS which records all staff training, DBS and First Aid Training, all CPD that takes place.

Our Management Meetings focus on our Quality Improvement which covers a broad range of Quality Measures.

We are presently establishing working procedures to ensure greater consistency across job roles.

**Quality assured by another organisation or Local Authority:**

Yes we are an approved provider for Luton Borough Council, we were awarded this status following a lengthy quality assurance audit.

We have been assessed and Accredited by Virtual Schools.

We receive annual Audits from City and Guilds into our accreditation.

We have an annual H & S and Quality Audit from Develop EBP who commission our services in Bedfordshire.

We have been audited by Luton Borough Council and Develop EBP Safeguarding teams. All of these Audits have been carried out in the last 12 months.
Think for the Future – Behaviour and Resilience Mentoring Programme – Stage 1

Address: 39-41 Alfreton Road, Nottingham, NG7 3JE

Contact: Nick Harding – School Partnership Manager
Office: 0115 718 0399 extension 703
Mob: 07500735197

E-Mail:
Nick.harding@thinkforthefuture.co.uk

Age range of learners: Key stage:
Mainly Secondary Schools aged 11-16, however, we also work in Primary Schools targeting KS2.

Programme Summary
We are an organisation who run our Behaviour and Resilience Mentoring Programme in over 50 schools across the Midlands and beyond. This programme is a targeted behaviour intervention which is being used by schools to improve behaviour, reduce exclusions, improve resilience and increase school engagement.

We have a model of working which is very different to conventional 'mentoring' (i.e. a highly structured SEL curriculum, group-based work, focus on data tracking) and are producing impressive results that we can measure. We are positioning a very different type of person into schools – people we know can relate to and engage the hardest-to-reach students by drawing on their own life experiences to be strong role-models for students.

Capacity: How many students can be accommodated?
A mentor is typically based at the school for 1-3 days per week. In a day the mentor usually delivers 4/5 x 1hr group sessions to students (group size 5-15) with the option for 1to1 work too.

On average between 40-50 students per day of the mentor’s time.

Which students are currently offered provision:
The Behaviour and Resilience Mentoring Programme is aimed at students who are disengaged from education and facing social and emotional barriers in their lives. This may mean they are:

- Showing high levels of challenging behaviour
- At risk of fixed and permanent exclusion
- Students with low self-esteem
- Students with low emotional resilience
- Students with low aspirations
- Students with low attendance
- Students in Alternative Provisions/PRUs
- Students in on-site support centres on a reduced timetable
- Dealing with challenging life circumstances

**Brief description of curriculum offered: (GCSE’s/A-Levels/Short courses etc.):**

We have a huge amount of curriculum content based on equipping students with the social and emotional resilience to overcome barriers in their lives that are stopping them engaging fully with education. Topics such as ‘Actions have Consequences’, ‘Grit and Determination’ and ‘Empathy’ are brought to life by our mentors who relate these topics to their own personal experiences to engage the hardest-to-reach students. Our curriculum has three main areas: Tackling Challenging Behaviour, creating a Positive Mindset and Raising Aspirations. Our mentors then choose sessions from our curriculum that match the needs of each group and the target outcomes of the school.

The sessions are highly interactive and structured with clear session plans, aims and outcomes, brainteasers, main activities, discussion points and links to in school behaviour.

**Cost for an academic year/term/weekly or sessional basis:**

To have a TFTF Mentor positioned in your school for 1 day per week the cost is £2698 per full term. Schools typically have a mentor for 2 days per week.

Some schools have a Mentor positioned at their school for 5 days per week (including running and managing an internal support unit/Alternative Provision).

Please note there is a minimum sign up of 3 full term, and after this it turns into a rolling termly contract.

**Expected outcomes for Students:**

As an organisation we use a data-driven approach so that we are able to evidence outcomes that our programme generates. We have developed a system allowing us to connect to school’s MIS systems (e.g. SIMS) so that we can produce in-depth impact reports highlighting improved engagement in education evidenced by:

- Improved behaviour (measured using behaviour points)
- Reductions in number of days excluded
- Improvements in attendance figures

In other circumstances outcomes include:

- Increased attendance at alternative provision/placements
- Prevention of permanent exclusion
- Positive changes in student’s attitude to learning, motivation, confidence and self-esteem.
- Development of personal and social skills.
- Improved resilience

**Pastoral Support on Offer:**
The programme is so effective in part because of the type of people that we recruit, train and position into schools. Our mentors are individuals who can relate to young people and the barriers that they are facing in their lives. This allows our mentors to build powerful relationships with the students which drives their engagement in the programme and the outcomes generated. Our mentors are highly skilled individuals and are fully trained by us for the role. This includes expert training on behaviour management, safeguarding, curriculum planning, 1to1 mentoring, use of data, target setting, session delivery etc.

Pastoral support that our mentors offer includes:

- Group-based mentoring sessions
- Monitoring behaviour and attendance (via our TFTF Data Dashboards which the mentors are fully trained to use)
- Identify barriers and solutions to learning and engagement.
- Home visits to keep parents and carers informed.
- Liaison with other professionals working with the Student.
- Interventions, progress etc. are regularly reviewed.
- Behaviour management.

**Referral process: Is there a specific intake period:**

The best way to get in touch is to email or call:

Nick.harding@thinkforthefuture.co.uk

Office: 0115 718 0399 ext 703

Mob: 07500735197

I am then happy to arrange a call or meeting with your school to understand your specific requirements in more detail and discuss the level of provision required.

Intakes: We have both a January and September intake of new schools.

- The deadline for confirmation of a January start date is the 4th December.
- The deadline for confirmation of a September start date is the end of April 30th

**What quality assurance processes do you have:**

We have a full-time Quality Assurance Manager as well as an Impact Manager and the whole Management team are involved in the Quality Assurance Process. This includes:

- Reviewing and approving the mentor’s curriculum plans for each half term to make sure that they relate directly to the needs of the students
- Regular quality assurance session observation visits throughout the year. During these visits we complete a large QA framework that assesses all aspects of the mentor’s conduct, planning and session delivery.
- Termly impact reports produced by our Impact Manager highlighting pupil progress (typically comparing numbers of behaviour points, exclusions, absences between terms). We collect and analyse this data as part of our service.
- Regular Appraisal and Personal Development meetings with the mentor.
The school will also have an allocated School Partnership Manager who is responsible for ensuring that the programme is being more effectively used at the school (including reviewing pupil numbers accessing the provision, and aiding programme setup including timetabling, allocated room, internet access, tech issues etc.)
TLC LIVE – **Stage 4**

**Address:**

2 Duckett’s Wharf,
South Street,
Bishops Stortford,
Hertfordshire.
CM23 3AR

**Contact Name:**

Josh Blackburn

**Telephone number:**

01279 657193

**Transport:**

Provision is online.

**Age range of learners: Target group: Key stage:** Age 6 through to GCSE, 12 hour response to fixed term exclusion, Low attainment, Borderline Students, Gifted and Talented, Looked After Children, Long Term Sickness, Year 7 Catch up, Exam Preparation.

**Capacity: How many students can be accommodated:**

TLC LIVE can run lessons for any multiple of 3 students at a time to suit. Lessons can take place during the school day, after school, from home and across holidays. We can run lessons for any length of time required from short term bookings through to year long support. TLC LIVE has the capacity to run lessons for as many students as required with tutors available to run lessons any time of the week.

**Which students are currently offered provision:**

- Students not accessing mainstream education.
- Excluded or at risk of exclusion.
- Suffering physical or mental health conditions.
- Poor school attendance/refusing to attend school.
- Dealing with challenging life circumstances.
- Continued support for students once integrated back into school.

**Brief description of curriculum offered: (GCSE’s/A Levels/Short courses etc.):**

TLC runs live lessons in:

**English – KS1, KS2, KS3, KS4**

**Maths – KS1, KS2, KS3, KS4**
Cost for an academic year/term/weekly or sessional basis:

Lessons cost:

1 student- £38+VAT per hour
2 students- £38+VAT per hour
3 students- £57+VAT per hour

Expected outcomes for Students:

- TLC LIVE uses a way to fill individual student’s skill gaps, with each lesson run individualised to that particular student.
- We find that not only do students increase in attainment (with one school measuring an average 2.4 points progress in 5 lessons) but also with student’s confidence and behaviour in class.
- TLC LIVE provide feedback after each lesson, on each student so that the school has a record of the areas worked on, any written work the student did, as well as attendance and engagement.
- In the first TLC LIVE lesson an adaptive assessment to identify what level the student is currently working and identify skill gaps to target.
- TLC LIVE will then periodically assess again every 10 lessons to monitor progress. Assessment data is sent through in the summary reports provided on request.

Pastoral Support on Offer:

- One to one support.
- Monitor behaviour and attendance.
- Support with transition.
- Interventions, progress etc. are regularly reviewed.
- Personal Tutors.

Referral process: Is there a specific intake period:

Contact TLC LIVE on 01279 657193 or info@tlclive.com with students names, year group and day and time you would like the lessons. TLC LIVE will book this in and then confirm log in details for you. We use referral form, email and telephone.
What quality assurance processes do you have:

TLC LIVE takes great pride in the quality of service which we provide. In order to maintain our high standards within our teaching we monitor our lessons via unannounced observations and session tracking. We train all our tutors and offer regular follow up training to make sure tutors are kept up to date with our best practices. We do regular assessments with students with the data used in house to monitor progress and quality of teaching whilst also sharing this data with school. Tutors all hold Enhanced DBS and are all QTS teachers.

Quality assured by another organisation or Local Authority:

Currently approved by:

Suffolk County Council.

Havering Borough Council

Essex County Council

Nottingham City Council

Nottinghamshire County Council

Salford Council
Turtle Dove Cambridge – **Stage 1**

**Address:** Church of the Good Shepherd, Mansel Way, Cambridge, CB4 2ET

**Contact:** Kate Nation (Managing Director)

**Telephone Number:** 07902851151 / 01223 300804

**E-Mail:** kate@turtledovecambridge.com

**Age range of learners: Target group: Key stage:**

14-23 (young women only)  
KS3 & KS4

**Capacity: How many students can be accommodated?**

Approximately 5-8 per 8 – 10 week period

**Which students are currently offered provision:**

- *Students not accessing mainstream education.*
- *Excluded or at risk of exclusion.*
- *Suffering physical or mental health conditions.*
- *Poor school attendance/refusing to attend school.*
- *Dealing with challenging life circumstances.*

**Brief description of curriculum offered: (GCSE's/A-Levels/Short courses etc.):**

- Work experience combined with youth support at events across the city
- Turtle Dove Cambridge’s bespoke entry/foundation level personal development programme “Your Journey to Life” endorsed by the Institute of Hospitality (IH) exploring emotional resilience, personal strengths and skill sets, team work, communication, aspirations and overcoming challenges
- Food Safety Level 1
- The Hospitality Service Introductory Course (Part of the IH Licence to Work Programme)
- Casual Dining Course (Part of the IH Licence to Work Programme).

Please note we will be continually reviewing and adding to our offer – Our main aim is to equip the young women we work with essential soft, transferrable skills that employers look for - the Hospitality Industry provides us with an avenue to do so. The above training/qualifications will be relevant to the events we work at where the young women gain work experience and therefore this also has the aim to enable them to feel more confident and knowledgeable when they are there.

**Cost for an academic year/term/weekly or sessional basis:**

1:1 sessions working towards any of the above outcomes = £40 an hour (minimum 2 hours a week per young woman)

£150 per young woman for submission of personal development plan to IH
£35 per young woman administration fee per online course listed

£100 per young woman for supported work experience per event during school hours (average event = 4 hours).

**Expected outcomes for Students:**

- Prevention of permanent exclusion. YES
- Completion of short term accredited and non-accredited courses. YES
- Lowered risk of NEET, progression to mainstream post 16 provision. YES
- Positive changes in Student’s attitude to learning, motivation, confidence and self-esteem. YES
- Improved behaviour YES
- Improved relationships with family and wider community. YES
- Attainment of vocational skills. YES
- Development of personal and social skills. YES
- Improved attendance and punctuality. YES
- Employability. YES
- Reduce anti-social behaviour. YES
- Successful work experience placements. YES.

**Pastoral Support on Offer:**

- To date we have worked with various referring agencies who support young women with complex needs such as: CCC YPWs, Social Care, Housing Providers, Centre 33, CPFT, Women’s Aid, CWRC, Cornerstone Care in Confidence, Romsey Mill and faith groups all of whom are engaging with young women who are on the edge of or not engaging with society
- One to one support. YES
- Home visits to keep parents and carers informed. YES
- Monitor behaviour and attendance. YES
- Support with transition. YES.
- Identify barriers and solutions to learning and engagement. YES
- Liaison with other professionals working with the Student. YES
- Interventions, progress etc. are regularly reviewed. YES
- Access to Locality Team support. We could refer if needed and best placed to do so
- Behaviour management. YES
- Information, Advice and Guidance. YES
- Signposting and referral to additional support. YES
- Support after leaving the provision. YES - through being able to access the on-going work experience at events we offer alongside emotional support.

**Referral process: Is there a specific intake period:**

[https://app.upshot.org.uk/signup/1eed0810/](https://app.upshot.org.uk/signup/1eed0810/)

Please note - permission from parents/guardians would need to be obtained through schools/referring agencies for school aged young women.
What quality assurance processes do you have:

- Approval, monitoring and periodic review of programmes and systems – YES, through our Directors board meetings, strategy meetings and staff meetings and supervisions
- Assessment of students – YES in regards to whether they are able to engage with our service and the support we offer
- Quality assurance of teaching staff – All our staff have a background and training specialising in youth work and counselling skills having worked with organisations such as locality teams, the NHS, Social Care and Youth Charities. All our staff have relevant up to date training that we periodically review and add to – this year we aim to have all our staff trained in relevant modules of ELSA and Trauma Informed working
- Learning resources and student support – YES, This is being developed in consultation with the Institute of Hospitality who recognise our need for bespoke learning resources and student support
- Collection and analysis of data – YES, through the below and using the above
- Measuring and improving outcomes - YES, on referral and through reviews by using a LikertScale “distance travelled” measuring: communication skills, applying for jobs or voluntary work, teamwork ability, amount of experience for your CV, network of friends / support, confidence
- We are going to carry out a long-term research project with our Supervisor, Miriam Craddock, who is an Educational Psychologist and lecturer at UEA, on our outcomes. This will start to take shape in 2020 and it will provide schools/other organisations referring to us to be a part of the research project.

Quality Assured:

We have been awarded various grants from both local and national organisations. We have under-gone due diligence as a result of being a part of the Cambridgeshire and Peterborough’s Women's Consortium. March 2017.
Tute Education – Stage 4

Address: 11 Edison Court, Ellice Way, Wrexham Technology Park, Wrexham, LL13 7YT

Contact name: For Cambridgeshire area: Kate McCombe

Telephone number: – 07496 732495

General enquiries: 0330 330 9751 info@tute.com

E – mail: kate.mccombe@tute.com

Age range of learner/key stage: KS1 – KS5

Capacity: There is no maximum capacity.

Which students are currently offered provision:

Tute’s objective is to be the first-choice online teaching partner for LAs, mainstream and non-mainstream settings in ensuring that all children are engaged and are achieving in a high-quality, rich and inclusive curriculum. Tute’s range of products, delivered by our qualified teachers, fill the ever-increasing gaps in provision.

Tute’s qualified teachers can increase capacity in your school when and where you need it. Our comprehensive portfolio of products includes shared and private lesson choices and teaching expertise in over 30 subjects.

Students referred to Tute for alternative provision can be facing a range of challenges, including:

- Inclusive learning for several cohorts such as SEND, SEMH, FSM, LAC, EAL, EHCP
- Being excluded or at risk of exclusion from school
- Suffering physical or mental health conditions, such as high levels of anxiety
- History of poor attendance/refusal to attend school
- Dealing with difficult life circumstances

In addition, Tute provides extra capacity that enables schools to deliver the mainstream curriculum they would like their students to have. We can provide intervention for identified cohorts of learners, deliver additional courses that would not normally be viable for schools to offer and plug gaps in existing expertise with team teaching to support staff in schools.

Brief description of curriculum offered: (GCSEs/A Levels/Short courses etc.):

Tute’s provision is used to help personalise learning for individuals in the context of their wider curriculum plan and personal circumstances. The expertise of our qualified teachers adds capacity where there are gaps in provision. Being online allows flexibility to develop bespoke programmes.

To suit different budgets and priorities, Tute provides a private and a shared option:

- Private: With Tute private lessons only students from the commissioner’s setting attend the lesson. The schemes of learning are bespoke to their needs and the lessons
can be arranged at a time to suit them. They pay per group, per lesson for up to 12 students, with the same cost applying for any number below this.

- **Shared**: With Tute shared lessons, students join an online group of up to 12 students from other commissioners at a time set by Tute. Tute chooses the provision based on what different commissioners need and determine the scheme of learning. Commissioners pay on a per student, per lesson basis.

Tute’s provision is designed to blend with other provision such as pastoral support, tutoring, other providers, school, PRU, AP setting. Tute will work with the commissioner to choose the best options in product and content, but it is ultimately the commissioner who decides how Tute is deployed.

Our comprehensive portfolio of products enables a great breadth of choice to commissioners. Each product can be used alone or in a mix with others to create bespoke programmes for students. Commissioners can choose from shared provision already set up or private provision where specific content can be created. If our team of teachers can build it and if we’re confident in the quality, we can deliver anything a commissioner asks for!

For provision resulting in qualifications, Tute offers its Courses: either a one or two-year programme of teaching and learning delivered online by a specialised teacher for accreditations at either Level 1 or 2, GCSE, AS or A-Level. With the support of a Link Teacher in your establishment, the Tute teacher is effectively responsible for the students’ whole learning for the Course and takes care of all the teaching and assessment, with the organisation responsible for parts that Tute cannot administer: exam entry and non-exam assessments.

Tute’s team of teachers can build a course in any subject where a specification is available in addition to the below subjects, already available:

**Levels 1 & 2**: Functional Skills English, maths and ICT, and additional maths.

**GCSE**: English language, English literature, maths, single award science, double award science, biology, chemistry, physics, computer science, French, Spanish, German, RE, history, geography, business, psychology, sociology, travel and tourism, media studies

**AS & A Level**: English language, English literature, maths, biology, chemistry, physics, French, Spanish, German, RE, history, geography, classic civilisation, ancient history, film studies, law, psychology, sociology, economics, travel and tourism, media studies

For further information and to express further interest, visit the Tute Courses 2019-20 page of our website.

**Cost for an academic year/term/weekly or sessional basis:**

Our products and pricing can be viewed on the Tute products page of our website.

**Shared Provision:**

- The price per student, per lesson is from £11.00 to £20.00 depending upon the programme taken
- Weekly costs start from £22.00/student

**Private Provision:**
• Price per lesson from £75 to £100
• Price per student £6.25 - £8.33 (based on a group of 12 students)
• The commissioner dictates the number of lessons and therefore the associated annual/termly/weekly cost

**Expected outcomes for Students:**

The purpose of Tute’s intervention, outcomes and targets for learners are always agreed in advance with the commissioning body and can include:

- Re-engagement with education
- Reintegration to mainstream school
- Prevention of permanent exclusion
- Achieving qualifications
- Completion of accredited and non-accredited programmes
- Lowered risk of NEET and progression to post 16 provision
- Positive changes to attitude, learning, motivations, confidence, self-esteem
- Improved behaviour, attendance and punctuality
- Increasing employability prospects
- Improved progress and attainment.

**Pastoral Support on Offer:**

Pastoral support is intrinsic to Tute’s pedagogy, platform and practice though this is not a defined service offered. Tute teachers work with other professionals responsible for the students’ outcomes to provide the best possible education, but the pastoral support is delivered by the commissioner.

Tute is committed to creating a positive learning environment underpinned by high-quality teaching, aspirations for all, and a culture of praise, recognition and self-discipline. We expect everyone in our learning community to work together positively to create a calm environment where pupils and adults may work purposefully, feel secure, happy and confident.

We have partnered with [Team Mental Health](#) and our Mental Health and Wellbeing programmes will be available from 2019 HT2.

Through our research partnership with The University of Chester, we can demonstrate Tute students experience high levels of emotional well-being in or lessons, with 96% confirming they feel safe and 95% feeling valued:

<table>
<thead>
<tr>
<th>Focus area</th>
<th>Statement</th>
<th>Positive response rate 2017-18</th>
<th>Positive response rate 2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engagement and Interest/Enjoyment</td>
<td>I enjoy Tute sessions.</td>
<td>87%</td>
<td>88%</td>
</tr>
<tr>
<td>Safety and Wellbeing</td>
<td>I feel safe in Tute lessons.</td>
<td>96%</td>
<td>96%</td>
</tr>
<tr>
<td>Feeling Valued / Confidence and Self-Esteem</td>
<td>I feel I make progress in Tute lessons</td>
<td>87%</td>
<td>88%</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>----------------------------------------</td>
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<td>-----</td>
</tr>
<tr>
<td>Feeling Valued / Confidence and Self-Esteem</td>
<td>My responses are valued in Tute sessions</td>
<td>98%</td>
<td>95%</td>
</tr>
<tr>
<td>Behaviour for Learning and Focus</td>
<td>My behaviour during Tute lessons has allowed me to make progress.</td>
<td>94%</td>
<td>94%</td>
</tr>
<tr>
<td>Engagement and Interest/Enjoyment</td>
<td>I do/would enjoy learning online with others</td>
<td>83%</td>
<td>86%</td>
</tr>
<tr>
<td>Engagement and Interest/Enjoyment</td>
<td>How does learning online compare with learning in a classroom?</td>
<td>Better 63% The Same 19% Not as good 18%</td>
<td>Better 66% The Same 18% Not as good 16%</td>
</tr>
<tr>
<td>Engagement and Interest/Enjoyment</td>
<td>How would you rate the quality of what your teacher delivered?</td>
<td>Excellent 55% Good 34% Satisfactory 7% Poor 4%</td>
<td>Excellent 54% Good 37% Satisfactory 7% Poor 2%</td>
</tr>
<tr>
<td>Engagement and Interest/Enjoyment</td>
<td>Would you recommend Tute lessons to others?</td>
<td>88%</td>
<td>88%</td>
</tr>
</tbody>
</table>

Our virtual classrooms overcome many barriers to education faced by vulnerable children and young people. They offer a comfortable degree of anonymity that raises confidence and reduces distractions for those who may not successfully engage in traditional teaching situations. Those who may otherwise be isolated by their circumstances can be presented with opportunities to participate alongside others logging on from different locations and to socialise in our fully moderated classroom environment.

**Referral process / specific intake period:**

Students can be enrolled into Tute’s shared provision within 48 hours. Private provision can be arranged within 2 weeks, usually much less.

Enrolments are made via booking forms, exchanged by secure email. Unless the student has an EHCP, the booking form should be accompanied by a Cambridgeshire IAEP.

Fixed timetables commence in September and run for the duration of the academic year. There is no specific intake period; enrolments are accepted throughout the year. Commissioned provision is flexible and scheduled in accordance with requirement.

**Quality assurance processes:**

The quality of what we deliver to our customers is our absolute priority and we recognise that this is holistic with customers deserving excellent service from beginning to end. Be it the sales process, IT assistance, quality reporting, timely enrolment, or quality teaching and learning; Tute takes quality assurance and continuous improvement very seriously.
We recognise that the quality of teaching, and not the technology that supports it, is central to our success and learner outcomes. We would argue that, given we won the 2017 BETT Award for learning, teaching and assessment – whole school aids, that Tute is the best quality provider in the marketplace currently.

To quote the judges:

“I would like to congratulate the team at Tute; its constant determination to achieve excellence in design, delivery and support helps to ensure that the outcomes for pupils across the world are the very best.”

We measure our quality and outcomes in a variety of ways:

- Through independent research with the University of Chester, a programme now in its fourth year
- By contracting an outstanding school (Shireland Collegiate Academy Trust) to review 50 lessons every year randomly, to assess the quality of our teaching using OFSTED standards
- By garnering feedback from pupils and schools as to our impact, and by publishing case studies
- Via our ‘Tute Standards’ programme

University of Chester research programme
In addition to gathering the informal feedback constantly volunteered by our students, we operate a regular cycle of requesting formal feedback from students at regular intervals. This exercise is co-ordinated and is a fundamental part of one of Tute’s teacher’s role who is undertaking a PhD with the University of Chester. At the end of each programme or half term (whichever is sooner), a survey is administered via an online questionnaire and responded to anonymously, with pupils indicating their school, subject and Key Stage, but not their names. This is to enable pupils to feel that they could respond more honestly and reflect their experiences more accurately.

Shireland Collegiate Academy Trust
Tute retains Shireland Collegiate Academy Trust to support our quality assurance process and ensure the impact of our services. The principal areas in which Shireland engages with Tute are:

- Shireland’s SLT provide an independent check on the quality of Tute’s teaching by reviewing 50 online lessons per year. In this respect Shireland acts as our OFSTED providing grading and reporting upon our delivery. This output to determine our internal CPD and development plans for our online school.
- Sir Mark Grundy and his SLT review and provide feedback on Tute’s wider strategic direction, and where we should be orientating our school’s delivery. This aspect is intended to assist in our wider business development, ensuring our pedagogy is designed and developed to respond to DfE strategy.

Case Studies
Tute measures its impact in schools and LAs to develop case studies to highlight best practice and areas of particular innovation. We try to refine and evolve our pedagogy to ensure the best possible outcomes, and to continue to evolve new ways of learning online which underpin
better progress. A selection of case studies can be found on the case studies page of our website.

**Tute Teacher Standards**
We undertake close monitoring of planning and delivery, by motivating colleagues to update their skills and to improve their performance; all against the “Tute Standards” model.

The process is supportive and developmental, designed to ensure that all our teachers have the skills and support they need to carry out their role effectively. Teachers will build up a record of evidence supporting self-judgments against the Tute Standards and the Quality Team utilises this evidence to moderate and quality-assure our output.

We have cleared due diligence procedures to secure our place on numerous local authority DPS frameworks across the country. Tute has repeatedly been successfully assessed against safeguarding criteria, statutory business requirements, quality of provision, outcomes delivered and cost.

**Have you been quality assured by another organisation or Local Authority:**

![BETT Award Winner 2017]( Bett award.jpg)

In January 2017, Tute’s provision was independently assessed by the judges of the BETT award. We subsequently won the BETT award for best whole school teaching, learning and assessment aid.

Tute has been vetted by BESA and is listed on the BESA LendEd Directory. This BESA initiative is supported by the DfE and referenced in their EdTech strategy, to connect you with technology solutions that will make a difference in your school. You’ll find us under categories of inclusion and teaching and learning.

In July 2019 Tute completed a rigorous quality assurance process with Warwickshire County Council. During a site visit by the QA team, we were measured against a detailed SEF and lesson observations took place. The resulting report is extremely positive and is due to be published on Warwickshire County Council’s website.

Surrey County Council have quality assured and commissioned Tute to deliver the Surrey Online School, their local authority level solution to improve outcomes and lower the costs of alternative provision across the county.

OfSTED have made positive references to Tute in the context of their inspection reporting.

Tute has successfully cleared quality assurance procedures required to be listed upon numerous provider frameworks and DPS systems across the UK.
Tutor Doctor Cambridge – Stage 4

Address:
6A Emson Close, Saffron Walden, Essex. CB10 1HL.

Contact:
Rob Kerrison – Director – Tutor Doctor Cambridge.
Lindsaye Costen – Schools Liaison Manager – Tutor Doctor Cambridge

E-Mail:
schoolscambridge@tutordoctor.co.uk

Telephone number: 01223 430432

Transport:
Tutors have their own transport or use public transport to get to student sessions.

Age range of learners: Target group: Key stage:
Typically 6 to 18 years but also some adult learners. Key stage 1 to 5.

Capacity: How many students can be accommodated:
We provide 1:1 support or small group work (typically up to 3 students, but by agreement). Total capacity across all clients – private and school – is approximately 500 students.

Which students are currently offered provision:
We are a local, Cambridge-based service and work with schools, colleges, sixth form and alternative provision in and around the city. Since we started the business in 2010 we’ve worked with approximately 20 different schools, providing tutors for students from a wide range of backgrounds including:

- Students outside mainstream education
- Excluded, at risk of exclusion, and suspended pupils
- Suffering physical and/or mental health conditions
- Students in receipt of the Pupil Premium Grant
- Students struggling to settle in school
- Students dealing with challenging life circumstances
- Students accessing sixth form/KS5 provision but who have not passed English and/or Maths GCSE.
- Students who do not have English as a first language and require supplementary support

Brief description of curriculum offered: (GCSE’s/A-Levels/Short courses, etc):
Most subjects can be covered, but the majority of our service is linked to core subjects – Maths, English and Science as well as Foreign Languages and Humanities.
All of the following subjects are possible to teach given an appropriate timeframe and logistical flexibility.

- Maths
- English (including ESOL)
- Science
- History
- Geography
- Languages
- Business Studies
- Religious Studies
- Psychology
- Sociology

Provision is given for SATS, GCSE and IGCSE, Functional Skills, A-Level and IB Diploma.

**Cost for an academic year/term/weekly or sessional basis:**

Current rates excluding VAT are from £48 per hour to GCSE Level and from £52 per hour to A-Level – minimum of 1 hour sessions. Rates could be higher for certain assignments, including larger groups and for more unusual subjects e.g. Russian, Chinese. There may be a travel supplement required for assignments away from Cambridge city.

All costs would be formally agreed in writing during the planning stage with the client and ahead of the programme getting under way.

**Expected outcomes for Students:**

Each assignment is different and we respond to the individual requirements of the school and the student but include:

- Continuing education, supporting reintegration into school
- Acquisition of or improved attainment grades within GCSE’s, A-Levels, iGCSE, IB Diploma
- Acquisition of Functional Skills supporting ongoing apprenticeship/employment
- Positive changes in student’s attitude to learning, motivation, confidence and self-esteem
- Improved employability or continuation in education.

**Pastoral Support on Offer:**

Each programme will be tailored and agreed to have the appropriate approach in terms of contact with parents, teachers, social workers (etc.) and the project owner responsible for provision. Our service extends well beyond school hours and we strive to do the right thing by the students in every instance.

- Tuition is either carried out in the home environment with a family member/guardian present or at a school site with school supervision to hand.
- Reports are completed after each session including commentary on behaviour, attendance etc. Any issues with behaviour or attendance are flagged immediately to the designated person at the provision and to the office at Tutor Doctor Cambridge.
Tuition is mostly supplied as 1:1 learning but can also be small groups (typically 2-3 students) within a school setting.

**Referral process: Is there a specific intake period:**

There is no specific intake period though, typically for GCSE support, tuition starts in the Autumn term and carries through to the exam period, we have also been asked to support Y10 students at the end of the Summer term with a view to continuing into Y11.

**What quality assurance processes do you have:**

Working with schools is a strategic priority for Tutor Doctor in Cambridge. We have recruited a dedicated School Liaison Manager to be the point person for the schools we work with in Cambridge. They work in combination with the directors of the business in Cambridge to ensure we maintain the highest levels of service to the schools we work with:

- All assignments are logged and tracked via our on-line customer management system
- Reports are recorded and reviewed by the Programme Manager after each session and shared with the client to an agreed timetable which is usually monthly or half-termly
- Where there is any cause for concern because of attendance, behaviour or progress, this is communicated immediately to the office and the client
- Tutor Doctor Cambridge is committed to ensuring safer recruitment practices and this reflects statutory responsibilities, Government Guidance and complies with Best Practice. All tutors have been through a four-stage recruitment process: application form, telephone interview, face to face interview and reference/DBS/right to work validation.
- Should there be any issues with assigned tutors, they are replaced without charge
- Targets and outcomes required are established at the outset with the client and monitored throughout the programme, and at its conclusion
- At the end of each programme we conduct a full review with the client on how the programme has gone and any learnings for the future. We review necessary elements on both educational progress, tutor performance, logistics, administration and communication.

We can provide prospective clients with case studies on the work we deliver with schools and specific references from existing and former clients. We are also able to share our comprehensive School's Service Level Agreement which we issue to all prospective partners and sign together ahead of the programmes commencing.
Tutor Doctor Peterborough Huntingdon Stamford – **Stage 1**

**Address:** 3 Brook Close, March, Cambridgeshire, PE15 9UR

**Contact:** Piyush Gupta – Director Tutor Doctor Peterborough Huntingdon Stamford

**Telephone number:** 07500 498845; 01733 645788

**E-Mail:** pgupta@tutordoctor.co.uk

**Age range of learners: Target group – Key stage:**

5 to 18 years but can also tutor adult learners; covering all Key Stages (1 to 5).

**Capacity: How many students can be accommodated?**

Student to tutor ratio from 1:1 to 1:3 with current capacity for 200+ students.

**Which students are currently offered provision:**

- Supplementary education to students within education
- Home schooled students
- Excluded students or with poor / part time attendance
- Students eligible to pupil premium funding
- Students with special educational needs
- Students dealing with challenging life circumstances
- Students within charity care

**Brief description of curriculum offered: (GCSE’s/A-Levels/Short courses etc.):**

All subjects for GCSE and A Level including:

- Maths
- English (Literature, Language, ESOL)
- Sciences
- MFL
- Humanities
- Social Sciences
- Business studies, Economics and Computer Science

**Cost for an academic year/term/weekly or sessional basis:**

£40 to £46 (ex VAT) per hour, minimum of 1 hour.

**Expected outcomes for Students:**

Tailored outcomes provided on a case-by-case basis, but typically:

- Achievement of GCSE’s, A-Levels or other qualifications (e.g. Functional Skills)
- Mentoring based approach, ensuring positive changes in attitude to personal development, learning, motivation and self-esteem
- Continuing education supporting transition and reintegration into school
- Improvement in employability skills
Pastoral Support on offer:

Tuition is performed in-home (or public place) with a family member/guardian always present, or at a school within a supervised environment.

Tuition provided on a 1:1 basis or in small groups within schools (1:3).

Reports are completed by tutors after each lesson to include commentary on progress, behaviour, attendance and any additional work given. These reports are reviewed by Tutor Doctor management, prior to approval and circulation to all student stakeholders. A Tutor Doctor planning tool is provided where necessary to improve organisational skills, goal setting and time management, with tutor acting in a mentoring capacity.

Referral process: Is there a specific intake period:

Enquires made directly to Tutor Doctor office or website. There is no specific intake, although referral volume is closely related to school / exam timetable.

What quality assurance processes do you have:

Goals and objectives are set with families at the onset with the Tutor Doctor team performing regular calls or visits to student’s family to ensure tuition quality. Additional guidance or support is offered where required, including attendance at school meetings if requested.

Reports completed after each lesson are logged and recorded on Tutor Doctor CRM system. These are reviewed by Tutor Doctor management prior to approval and circulation to all student stakeholders; they are accessible to assigned tutors for reference purposes, or to facilitate handovers if a tutor should leave our team.

When working with schools, regular reviews are held to ensure predetermined goals are being achieved with bespoke reporting provided. A post results lessons learned review is requested with all clients.

Tutors can be changed if not performing to family, school or Tutor Doctor’s satisfaction.

To ensure the quality of our tutors, each applicant must go through a thorough recruitment process:

1. CV
2. Application form
3. Phone interview
4. Face to face interview
5. Necessary regulatory checks (e.g. enhanced DBS)
6. Two positive references

Date quality assured:

From October 2019 we have been providing services for Lincolnshire County Councils and have worked with Virtual School Cambridgeshire and Wandsworth (within a secured facility within Cambridgeshire).
Tutor My Kids – Stage 4

Address:
56 The Wyches, Little Thetford,
Ely, CB6 3HG

Contact Name:
Rachel Law

Telephone number:
01223 858421

E-Mail: hello@tutormykids.co.uk

Transport:
Provision is usually at the student's home, school or a 'neutral' location such as a café.

Age range of learners: Target group: Key stage: KS1 to KS5 (6-18 years)

Capacity: How many students can be accommodated: 1 to 1 tuition or small groups

Which students are currently offered provision:
- Students not accessing mainstream education
- Students excluded or at risk of exclusion
- Students suffering physical or mental health conditions
- Students with poor school attendance/refusing to attend school
- Students dealing with challenging life circumstances

Brief description of curriculum offered: (GCSE/A-Levels/Short courses etc.):
We mostly offer maths, English and science, but can also provide other academic subjects. We can provide tutors for Maths and English Functional Skills Groups and GCSE Booster Groups.

Expected outcomes for Students:
- Reintegration into school
- Permanent tuition to support health needs
- GCSE and A Level tuition
- Lowered risk of NEET
- Progression to mainstream post 16 provision

Pastoral Support on Offer:
- One to one support
- Identifying barriers and solutions to learning and engagement
- Liaison with other professionals working with the Student
- Interventions, progress etc. are regularly reviewed

Referral process and intake period:
By telephone or email. Intake all year when required.
What quality assurance processes do you have:

- Tutors provide reports to Tutor My Kids, parent/carers, schools and other professionals involved to show the plan and outcomes of each session taught.
- Progress and approach are regularly reviewed with parents and professionals.
- With occasional exceptions, all our tutors are qualified teachers, who are reference checked (including safeguarding references), have DBS checks and are also checked against the prohibition of teacher register.
- Attendance logging, monitoring and regular reporting.

Quality assured by another organisation or Local Authority and the date quality assured:

No.
Willow Tree Counselling Services – **Stage 4**

**Address:**

47 Asplin Avenue, March
Cambridgeshire. PE15 9HA.

**Contact Name:**

Neill Summers – Counsellor – Service Manager – BACP Registered member – AQA Advanced Diploma in Counselling.

**Telephone number:**

07949 856673

**Website:**

[www.willow-tree.website](http://www.willow-tree.website)

**E-Mail:**

willow-tree.cs@outlook.com

**Transport:**

Not applicable.

**Age range of learners: Target group: Key stage:**

Schools both primary and Secondary Students excluded or not accessing mainstream school. Adults and Family work.

**Capacity: How many students can be accommodated? :**

Dependent on need and therefore negotiable.

**Which students are currently offered provision:**

- We are able to cover all the educational establishments across the region and specialise in a variety of areas including; transition, bullying, family/relationship issues, bereavement, social skills, mental health issues, substance misuse, abuse, self-harm, suicidal thoughts and sexuality to name a few.
- We are flexible and able to offer the service outside of the school settings.
- By using our service students have the opportunity to explore their thoughts, feelings and emotions in a confidential safe environment by an independent body outside of their natural family/school setting that offers them the chance to be heard, not judged and actually felt listened to.

It will offer them the opportunity to make changes by looking at the negatives that they are experiencing with a different perspective that will allow them to focus on the
positives showing them that change is possible and that not all life’s experiences are as bad as they perceived them to be.

Most importantly it gives them the chance to manage their choices by looking at and using new coping strategies that will encourage them to make better decisions especially when faced with difficult and challenging life situations in life.

Cost for an academic year/term/weekly or sessional basis:

Single session - £50 per session
Block of 6 - 12 sessions - £45 per session
Long term or multiple student counselling support – £40 per session
Staff counselling – Please discuss with service.

Expected outcomes for Students:

- School based counselling enhances young people’s capacity to engage with studying and learning by bringing about improvements in students’ mental health and emotional wellbeing.
- Offers a cost effective, accessible and convenient service to enable teachers, pastoral carers to support young people experiencing difficulty in their lives.
- Operates within or outside of the timetable and delivers a closer working relationship between staff and counsellors and enables dialogue on how students are progressing or identify any risk issues concerning the young person or to the school.
- Increases the extent to which all young people have an independent, supportive professional to talk to about difficulties in their lives.
- Sometimes students just need to be heard in a non-judgemental environment by people they trust that are easily accessible who operate independently.
- By sharing and voicing their concerns it allows them to normalise their feelings and this brings about a new found confidence which leads to happier motivated self-accepting young person.
- We work closely with the students to identify the source of their unhappiness once they can separate this and explore it, it allows them to be able to rationalise their feelings and the impact of how they project their unhappiness on their family and close relationships. This in turn leads to a healthier outlook and increased confidence to re-engage slowly within class, with friends and family.
- The students very often lose the need to attract attention good and bad when they have consistent support with their life in a period that they are struggling with around friendships, learning, family issues, self-image and coping with cross over from child to adolescence. We can be that solid, accepting, challenging support.
- This ongoing or short term support allows the young person to view their issues and frustrations within life from a different perspective, giving them the opportunity to turn negative outlooks to a more positive view, enabling them to look at and take responsibility for their actions that will not only benefit them in terms of education but also within their social environment or future employment opportunities that in turn will also benefit their local communities in the long term scheme of things.
Pastoral Support on Offer:

- The service offers continued 1-2-1 Counselling Support.
- We are happy to work closely with school/pastoral support staff to identify and help students with behaviour and attendance issues, to look at barriers and identify solutions with young people to improve their educational engagement.
- Offer support to those experiencing difficulties with transition from primary to secondary education and onward through to college and university.
- We are able to refer students on to other local support or more specialised services once we identify students as having additional needs or requirements.
- Supports after Counselling for those who require it – through links with locality teams and other professionals.
- We encourage widening of the student’s network through after school, clubs and encouraging them to gain new skills, friends and increased confidence.

Referral process: Is there a specific intake period:

The service operates by using a referral form process that can be emailed or posted. Referrals can be made via CAF, internally by the schools or professional organisations working alongside the schools. GP referrals can be made as well as other organisations. There is no specific intake period.

What quality assurance processes do you have:

Approval monitoring and periodic review of programmes and systems;

- We continually monitor and discuss the service by holding monthly meetings looking at areas of improvements to our operational programmes and systems.
- We always have a third eye for us with our own personal supervision exploring new ways of working with our clients and allowing us to reflect on what has been voiced in the counselling session. This brings new insight and sometimes a new approach to issues.

Assessment of students:

- All students are initially assessed allowing the service to identify any concerns around safeguarding or for those who may be at high risk or in need of additional or specialised support outside of counselling that again allows us the opportunity to refer, signpost or help those individuals gain the necessary support they require.

Management Information systems:

- All student’s details are input and kept safe on a database that is held confidentially within the Counselling team.
- All counsellor’s caseloads are kept updated on a daily basis by them returning a daily schedule of their client work which is supported by a monthly return confirming this information.

Collection and Analysis of data:

If required the service can collect and analyses the following data:
• Age
• Ethnicity
• Gender
• Disability
• Location
• Presenting Issue
• Complexity Factors

Measuring and improving outcomes:

• Counsellors will complete core assessments with all students in the initial and end assessments allowing the service to measure distance travelled in terms of improvement to a student’s wellbeing.
• The service encourages students to complete an end of counselling evaluation form that enables the service to focus on negative and positive feedback given of their experience and this helps us look at continually improving the service.

Quality Assurance of Counsellors:

• Counsellors are expected to have a minimum of a Level 4 Diploma or in their final year working towards the qualification within a recognised training establishment.
• Must be a registered member of the British Association for Counselling and Psychotherapy (BACP) and work within their ethical framework and guidelines.
• Counsellors must undertake a monthly minimum 1.5 hours of 1-2-1 Clinical Supervision with a qualified and registered BACP Supervisor.
• Counsellors are expected to undertake a minimum of 30 hours CPD per annum in accordance with the BACP.
• Counsellors receive regular management support and are expected to engage in monthly team meetings and undertake any training opportunities that are on offer.

Have you been quality assured by another local organisation or Local Authority:

No.
Winchmore Tutors Ltd. – Stage 4

Address:
Operations Office: 1st Floor, James House, Dedmere Road, Marlow, RG9 6JA
Head office: Carlton House, 19 West Street, Epsom, Surrey, KT18 7RL

Contact name: Laura Hunter

Telephone number: 01628 617 004
E – Mail: laura@winchmoretutors.com

Please send referrals to: referrals@winchmoretutors.com

Transport:
We provide tutors for 1:1 and small group tuition requirements. Tutoring most commonly takes place at the Parents/Carers home, or where possible on School premises. If neither of these options are viable then we can arrange tuition to take place in a library.

Age range of learner/key stage:
Reception aged 4 up to age 16 – KS1 to KS4 – Further Education.

Capacity:
No limitation on numbers, all dependent upon location/subject/key stage, in relation to the tutor skills/qualifications and availability.

Which students are currently offered provision:
We offer provision to students not accessing mainstream education, excluded or at risk of exclusion. Students suffering physical or mental health conditions, poor school attendance/refusing to attend school, or dealing with challenging life circumstances.

Brief description of curriculum offered: (GCSE’s/A levels/Short courses etc.):
We predominantly offer core subjects Maths, English and Sciences but do have tutors qualified to offer other subjects. We offer bespoke 1:2:1 and small group tuition to students across all Key Stages as well as across all abilities. This could be to support the young person in preparation for exams, to improve attainment levels/to reach their full potential, to try to re-engage a young person back into the world of education, or to bridge gaps where they have missed periods of schooling. We do a lot of work with those with SEN and offer alternative provision to both Schools and local Authorities.

Cost for an academic year/term/weekly or sessional basis:
Tuition for Cambridgeshire is currently £40 per hour for one to one; group tuition is one to one rate and £5 per additional student per hour for the academic year 2018-19
Expected outcomes for Students:

- Successful reintegration to mainstream School.
- Prevention of permanent exclusion.
- Acquisition of GCSE’s, A levels or other qualifications.
- Completion of short term accredited/non accredited courses.
- Lowered risk of NEET, progression to mainstream post 16 provision.
- Positive changes in Student’s attitude to learning, motivation, confidence and self-esteem.
- Improved behaviour.
- Improved relationships.
- Attainment of vocational skills.
- Development of personal and social skills.
- Improved attendance and punctuality.
- Employability.
- Reduce anti-social behaviour.
- Successful work experience placements.

Pastoral Support on Offer:

- One to One support.
- If tuition takes place in the home environment, then feedback provided to parent/carer.
- We monitor behaviour and attendance and all Winchmore Tutors are required to inform of any issues and in turn we would inform the client.
- We support students with transition and identify barriers and solutions to learning and engagement.
- We liaise with other professionals working with the Student and tutors complete an online lesson summary after each session, which gives an overview of topics covered, child’s engagement….. The Client has access to these with their own log in details.
- We provide access to locality Team support.

Referral process: Is there a specific intake period:

Referral process – Send referral form at any point during the year and we will respond with an appropriate tutor within 48 hours.

Our tutors carry out risk assessments, monitoring and periodic review of programmes and systems. All tutors are recruited to DfE level of compliance, and Winchmore staff will carry out observations of tutor. All our tutors have access to online resources via the Winchmore website. Online lesson summaries, progress, and impact data are completed by all tutors and available online.

Quality assured by another organisation or Local Authority:

No.
YMCA Trinity – Stage 4

Address:
The Cresset, Bretton Centre, Bretton, Peterborough, PE3 8DX.

Contact:
Ryan Armes

Telephone numbers: 01733 373187
E-Mail: Ryan.armes@ymcatrinity.org.uk
Website: www.ymcatrinitygroup.org.uk
https://ymcatrinitygroup.org.uk/jobs-training/support-schools-menu-services/

Age range of learners: Target group: Key stage:
5 -11 years of age in a Primary School setting
11 -18 years of age in a Secondary School setting
18 + in Colleges and University settings

Staff and Parents
Capacity: How many students can be accommodated?
As many as required.

Which students are currently offered provision:

- Students not accessing mainstream education.
- Excluded or at risk of exclusion.
- Suffering physical or mental health conditions.
- Poor school attendance/refusing to attend school.
- Dealing with challenging life circumstances
- Whole school well-being provision
- Staff wellbeing.

Brief description of curriculum offered: (GCSE’s/A-Levels/Short courses etc.)
N/A. However, we do provide accredited Health & Well-being Qualifications such as Level 1 Young Health Champion Award (50 GLH) or Body Image & Wellbeing Award (9 GLH).

Cost for an academic year/term/weekly or sessional basis:
Interventions = £42.50-47.50 per credit
1to1 sessions – counselling, therapy, mentoring for students, staff or parents = 1 credit per session
Group work and family work = 1.5 credits per session per worker

Day Rate - £230 per day. Half Day - £120 per day

Parent Workshops – From £200 per session

Student Workshops & Assemblies – From £100 per session

Staff Training – From £20 per person

Presentations/Key Note Speakers re mental health and well-being: From £375

Train The Trainer – From £199 per person.

Thrive App – From £2+VAT per user (staff or student) for a 12 month licence

Whole School Well-Being Consultation Programme: 2 day programme for £600 per school.

Anti-Stigma and Body Confidence campaigns and resources - FREE

**Expected outcomes for Students:**

- Positive changes in Student’s attitude to learning, motivation, confidence and self-esteem
- Improved relationships with family and wider community
- Improved behaviour, attainment and achievement
- Development of personal and social skills
- Improved Wellbeing and resilience
- Successful reintegration to mainstream School.
- Prevention of permanent exclusion.
- Completion of short term accredited and non-accredited courses.
- Lowered risk of NEET, progression to mainstream post 16 provision.
- Attainment of vocational skills.
- Development of personal and social skills.
- Improved attendance and punctuality.
- Employability skills
- Reduce anti-social behaviour Increase awareness and coping strategies
- Address staff wellbeing – reducing absence, stress
- Increase staff knowledge of emotional wellbeing and how to support young people.

**Pastoral Support on Offer:**

- One to one in-school support for ages 5+ – appropriate counselling or therapy according to need e.g. play or art therapy, Cognitive Behavioural Therapy, Solution Focused Therapy or other talking therapies.
- Drop-In sessions
- Staff or Parent counselling, supervision or drop-ins
- Building Resilience Group Work – for ages 5-18 in various areas such as emotional management, social skills, self-esteem & confidence and transitions.
- Access to experienced mentors – outcomes focussed and goal setting.
- Family Work - Potential for home visits, 1to1 or group mentoring, bespoke to needs
• Student Well-Being Qualifications
• Parent or Student Workshops – Introduction to Mental Health, Anger, Self-Harm, Anxiety, Depression
• Parent/Carer involvement in progress and outcomes as appropriate
• Support with transition from primary to secondary through group work or 1to1 support for any transition needs
• Identify barriers and solutions to learning and engagement.
• Liaison with other professionals working with the Student e.g. Child In Need, Team Around Family, etc. plus mid-term review meetings to identify progress.
• Clinical assessment and monitoring tools used to measure impact and outcomes
• Sessional Feedback and reports provided as appropriate
• Information, Advice and Guidance
• Signposting and referral to additional support as appropriate.

Staff Training:

In order to help you decide upon the most appropriate training we have worked with local services to develop a competency framework which categorises our training according to its content and depth of learning. We also hope that this will simplify the often complex picture of mental health training in a structured and methodical way, and provide a clear framework to equip the whole setting with appropriate skills to support young people’s mental health. We believe that everyone working with young people should have a foundation level of training and these trainings are listed under Stage One (Core or Universal) of the competency framework. From here, individuals can identify trainings from Stage Two (Enhanced) and Stage Three (Targeted) according to their role in their setting and developmental need.

• Core (All staff): An Introduction to Mental Health, Staff Well-Being – 2hr workshops
• Enhanced (young people facing roles e.g. Teachers and TAs) Building Resilience, Self-Harm, Anxiety & Depression, Body Confidence, Risk Taking Behaviour, Substance Misuse, Sexual Health, Attachment, Managing Challenging Behaviour, Classroom Strategies for Mental Health Support – 2hr workshops.
  Mentoring: A Solution Focused Approach – a 1-day course to learn theories behind Motivational Interviewing and Solution Focused Therapies to support one to one work with young people.
• Targeted (pastoral teams and SENCOs) - Train the Trainer:
  o Delivering Early Interventions – to learn about the theories behind what works and access our tried and tested materials to deliver your own programmes
  o Mental Health Champions (Specialist Mental Health Issues) – to train staff to cascade staff training in 7 mental health modules to their colleague
  o Delivering Health & Well Being Qualifications – to train staff to deliver our Level 1 Young Health Champions Award to develop peer support programmes in school
  o Delivering Parent & Student Workshops – to train staff to deliver our student and parent workshops

The Thrive App

A clinically proven self-help tool to help prevent, detect and treat common mental health issues. Available for both staff and students aged 11+ (primary version in 2019) at a fraction
of the retail cost (from just £2 per user for 12 months) it will help support users with their daily stresses and also provide an additional monitoring and outcome measurement tool to improve school outcomes. Visit www.ymcatrinitygroup.org.uk/jobs-training/support-schools-menu-services/thrive-feel-stress-free-app/ for more details.

Referral process: Is there a specific intake period:

Referrals normally involve a YMCA Referral Form, clinical assessment tool (e.g. SDQ or CORE) and assessment session to ascertain the most appropriate intervention.

What quality assurance processes do you have:

Approval, monitoring and periodic review of programmes and systems -

- Monthly internal meetings are held to review progress and analyse impact
- All therapists undertake clinical supervision to review provision and provide the best care for young people
- Annual plans with quarterly reviews enable strategic priorities to be monitored
- School Reports are developed on request to measure impact on attainment, behaviour and well-being
- Wellbeing audits enable bespoke plans to be developed for each school.

Assessment of students:

- Students / Clients are assessed using Clinical Assessments which allows the service to identify levels of risk, including any safeguarding issues and need, including any additional needs outside of Counselling and Therapy.
- On-going assessment takes place after each session with formal mid-term reviews providing additional assessment opportunities. Post interventions are also completed.
- YMCA operates within the Local Authority Safeguarding Policy. It ensures that all of its staff receive compulsory Protection from Abuse training and follow the correct procedure. This also includes liaising on a multiagency level with appointed key personnel in schools, the YMCA, Social Care and / or the Police.
- YMCA has robust pathways with the Local Authority to allow those with higher risk levels or additional needs to receive a greater level of support and care.

Management Information Systems:

- Students / client details are inputted on a database which is kept confidential within the service and Unique Identifiers assigned to each child to comply with Data Protection.
- Therapists submit ‘On the Day Returns’ which keeps a daily track of progress, for example cancellations and sessions attended, as well as regular reports and assessment tools.

Collection and analysis of data:

The service routinely measures the following data and trends for all its clients;

- Age
• Ethnicity
• Gender
• Location
• Presenting Issue(s)
• Parent and Teacher perspectives
• Complexity Factors
• Strengths & Difficulties
• SDQ and CORE Results
• Session Feedback Data.

It presents its findings on a quarterly basis and with a comprehensive Annual Report.

Measuring and improving outcomes:

• Students / clients undertake clinical assessments completed which allow the service to measure distance travelled. This also allows us to measure any patterns in performance with individual Counsellors. As a service we consistently demonstrate progress across all 12 CORE areas, demonstrating an improvement for the vast majority of clients.
• Students / clients and schools are also encouraged to completed evaluation forms which allow the service to capture feedback on experience.
• YMCA is a member of Child Outcomes Research Consortium (CORC) to help ensure effective monitoring and evaluation tools are used.

Quality Assurance of Counsellors:

• Counsellors and Therapists are expected to have a minimum of a Level 4 Diploma or equivalent Therapy qualification
• All counsellors must adopt the BACP code of ethics and also be members of BACP or an equivalent nationally recognised professional organisation
• Counsellors and Therapists are expected to have already accrued a minimum of 120 hours of clinical experience prior to being appointed
• A thorough recruitment process is undertaken involving applications, interviews, checking of qualifications, references and DBS checks, induction, etc.
• Counsellors and Therapists are expected to receive regular clinical supervision
• Counsellors and Therapists are expected to undertake a minimum of 30 hours CPD per annum. Counsellors and Therapists receive regular management support, offers of team meetings and training.

Quality assured by another organisation or Local Authority:

IIP (investors in People) Silver Award – 2017

BACP Membership – yearly.

Member of the Children and Young People’s Emotional Health & Well-being Collaborative Group and Fullscope (mental health charities consortium).

Training commissioned and recognised by DfE.
YOGA TOOLBOX - Stage 3

Address:
13 Sladwell Close, Grantchester, Cambridge, CB3 9NP

Contact: Hannah Floyd

Telephone numbers: 07908356664

E-Mail: hannah.c.floyd@gmail.com

Age range of learners: Target group: Key stage:
3 to 14  1 - 2

Capacity: How many students can be accommodated?:
1 at any time. Up to 4 at a time with 1-1 TA support, provided that it can be demonstrated that the students pose no risk to each other.

Which students are currently offered provision:
- Students at risk of exclusion
- Students on temporary exclusion
- Poor school attendance due to self-exclusion
- Students not accessing the curriculum
- Students on internal exclusion at school
- Students with mental or physical health challenges
- Students with concentration and focus issues, anger management issues, anxiety, depression, difficult relationships at home, behavioural challenges, low motivation, low self-esteem

Brief description of curriculum offered: (GCSE’s/A-Levels/Short courses etc:)

Years R to 6:
- English
- PSHE
- PE
- Music
- Science

Cost for an academic year/term/weekly or sessional basis:

Sessional
£50/hr contact time

£25.50 /hr casework.

Expected outcomes for Students:
- Access to a range of self-management strategies and skills
• Better emotional self-regulation
• Better understanding of emotions
• Improved relationships at school and home
• Improved physical wellbeing
• Improved physical and mental health
• Access to a range of communication strategies and skills
• Improved concentration and focus during learning activities
• Increased motivation
• Increased self-esteem
• Increased attendance
• Successful reintegration into school
• Prevention of permanent exclusion
• Improved attainment during lessons
• Improved behaviour – fewer incidents

**Pastoral Support on Offer:**

• 1 to 1 support.
• Access to experienced yoga teacher and coach
• Explicit process for emotional/pastoral support (e.g. check-ins and needs analysis each session)
• Meetings with parents and teachers on a regular basis
• Liaison with other professionals
• Monitor behaviour and attendance
• Identify barriers to learning and attainment
• Explicit tools for behaviour self-management agreed with student and communicated with teachers and parents
• Interventions are regularly reviewed
• Support for student’s self-practice after leaving the provision (e.g. practice sheets, advice in final parent teacher meeting)
• Students keep a voice/written/video journal reflecting on their process.

**Referral process: Is there a specific intake period:**

Via EHCP, via email enquiry/other - referral form/questionnaire. Intake period 2 to 3 weeks after placement is confirmed (to allow for casework meetings).

**What quality assurance processes do you have:**

• Approval, monitoring and periodic review of programmes and systems
• All staff DBS cleared, plus qualified teacher status or 200hr Yoga Alliance (UK or US) certified teacher training, plus 25hr Special Yoga for Special Children or equivalent training.
• Yoga Toolbox manual and teaching materials covering the essential tools of the curriculum
• Staff Code of Conduct, Safeguarding policy and Data Protection policy
• Data related to reintegration, improved behaviour and attendance are collected and analysed leading to improved outcomes.
Guidance for alternative provision providers regarding unregistered provision from OFSTED.

Under section 96 of the Education and Skills Act 2008 (the 2008 Act), in England, a person must not conduct an independent educational institution (which is defined as including independent schools) unless it is registered with the department for education (DfE). A person who conducts an unregistered independent school is guilty of a criminal offence.

The offence is a summary offence and currently carries a maximum penalty of six months’ imprisonment\(^1\) or a fine.

Under section 97 of the Act, if Her Majesty’s Chief Inspector (HMCI) has reasonable cause to believe that, an offence under section 96 is being committed on any premises; inspectors with delegated powers may enter and inspect the premises. Inspectors may inspect and take copies of any records or other documents that HMCI has reasonable cause to believe may be required for the purposes of proceedings in relation to such an offence.

Under section 463 of The Education Act 1996, an ‘independent school’ is defined as, ‘a school that is not maintained by a local authority or is not a non-maintained special school and at which full-time education is provided (a) for five or more pupils of compulsory school age or (b) for at least one pupil of that age who is looked after by a local authority (within the meaning of section 22 of the Children Act 1989) or has a statement of special educational needs or an education, health and care plan’.

There is no legislative definition of full-time education. The Department for Education policy for full-time education is contained in Part A of the departmental advice, ‘Registration of independent schools’.\(^2\)

There is no legal definition of ‘full time’. However, we would consider an institution to be providing full-time education if it is intended to provide, or does provide, all, or substantially all, of a child’s education.

The DfE provides the following guidance\(^2\), ‘Generally, we consider any institution that is operating during the day, for more than 18 hours per week, to be providing full-time education. This is because the education being provided is taking up the substantial part of the week in which it can be reasonably expected a child can be educated, and therefore indicates that the education provided is the main source of education for that child’.

Relevant factors in determining whether education is full-time include:

(a) the number of hours per week that is provided - including breaks and independent study time;
(b) the number of weeks in the academic term/year the education is provided;
(c) the time of day it is provided;
(d) whether the education provision in practice precludes the possibility that full-time education could be provided elsewhere.

What harms are we seeking to address:

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\(^1\) After the commencement of section 281(5) Criminal Justice Act 2003, the maximum sentence will become 51 weeks imprisonment, a fine not exceeding level 5 on the standard scale or both.

Fundamentally, the independent school standards are there for a purpose – to ensure children receive an acceptable quality of education, delivered in a safe setting, by responsible persons.

These are minimum standards:
- There must be Safeguarding arrangements
- Children and adults are safe from discrimination
- Children are safe from corporal punishment
- Health and Safety legislation
- Regulatory Reform (Fire Safety)
- Welfare requirements for the Early Years Foundation Stage
- Education Regulations 2006 S.I. 2006/1751

Further harms either explicitly stated within statutory instruments or contained within the independent school standards:
- keeping children safe from the risk of radicalisation (The Prevent Duty 2015), by promoting fundamental British values and enabling them to challenge extremist views
- ensuring pupils experience a broad curriculum that equips them with the English language and provides them with access to impartial advice and guidance about future careers
- enabling pupils to be prepared for the opportunities, responsibilities and experiences of life in British society through, in part, having contact with those living in the locality
- ensuring all adults who come into regular contact with children are subject to adequate pre-employment checks.

Regional contact:

<table>
<thead>
<tr>
<th>Shane Langthorne, Her Majesty’s Inspector</th>
<th>East of England Region</th>
<th>Tel: 0300 0131 696</th>
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<td>Mob: 0778 766 9082</td>
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<td><a href="mailto:Shane.Langthorne@ofsted.gov.uk">Shane.Langthorne@ofsted.gov.uk</a></td>
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