

GUIDANCE DOCUMENT FOR PROVIDERS

Completing the Self-Assessment Form for the Quality Assurance Framework
of Alternative Educational Provision

Alternative Providers: Completing the Self-Assessment form in preparation for a Quality Assurance visit

This document has been created to support the self-assessment process which should be undertaken by an Alternative Provider (AP) prior to an assessment visit.

It can be used as the basis of a final submission to an assessor, or as the assessment visit 'check-list' for an assessor.

However it is used, the format of the self-assessment template is illustrative only and should be used as a 'working document'.

Please:-

Ensure that all your evidence is up-to-date and easily accessible with key documents indexed and presented in a portfolio.

Ensure that each section from this document is used as an index page for each section of your portfolio.

Please write NA [not applicable in any section that does not relate to you or your provision

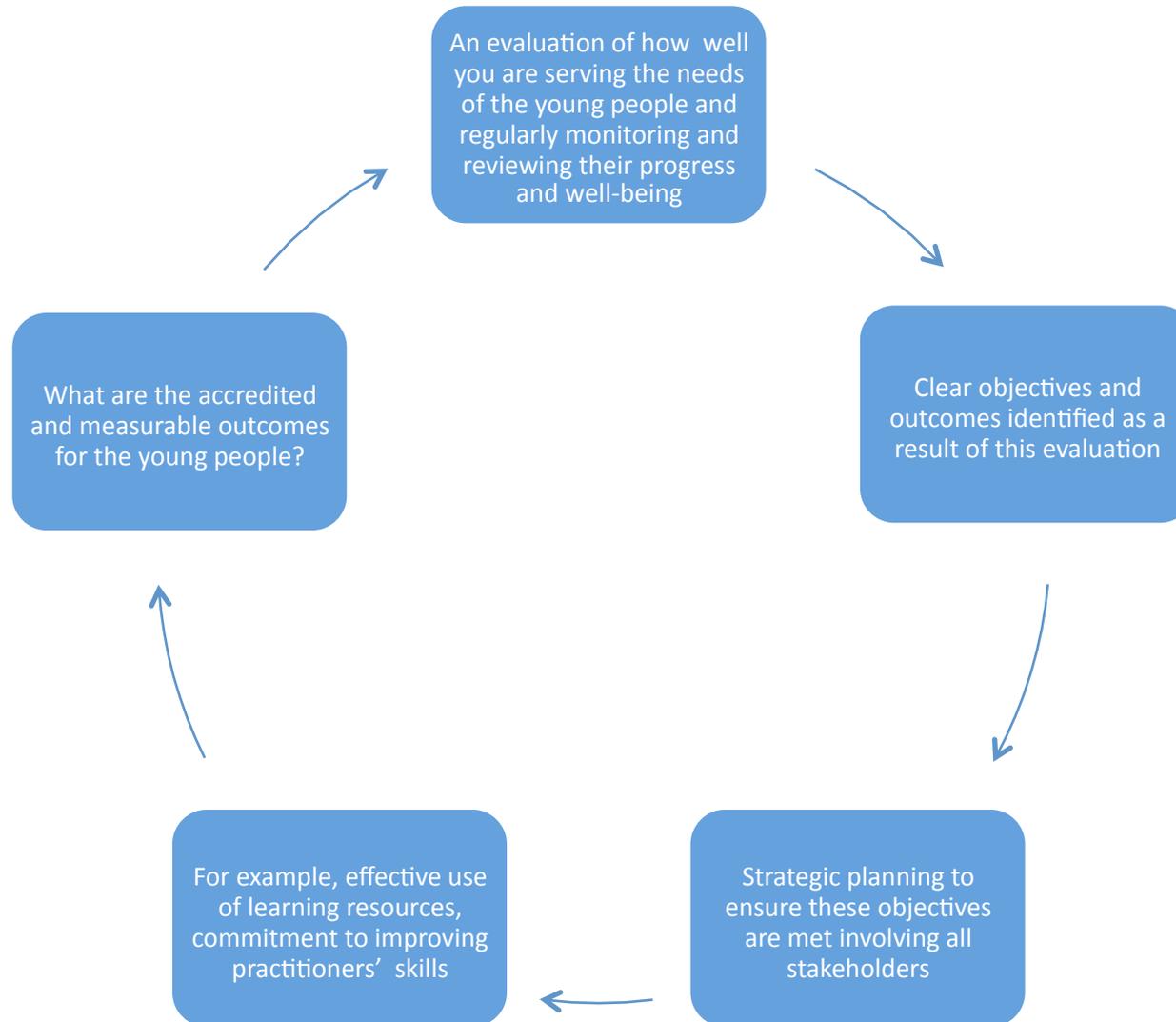
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THEME ONE: SAFEGUARDING

and

THEME TWO: HEALTH AND SAFETY

So that young people are safe and feel safe on and off the premises

**ALL of the evidence that the requirements for these two themes have been met
needs to be available.**

THEME ONE:**SAFEGUARDING (ESSENTIAL) REQUIREMENT****GUIDING PRINCIPLE:**

Young people feel safe

Lead member of staff, contact details	
Requirement	Evidence
<p>Access to the site is restricted to registered pupils and the organisation's own staff All staff have current DBSs which are recorded on a central register</p>	<ul style="list-style-type: none"> • Secure entrance • Site is secure from intruders • Sign in book • Sign in procedures • Central DBS Register
<p>Safeguarding/Child Protection policies are in place and up to date</p>	<ul style="list-style-type: none"> • Names and contact details of those responsible for safeguarding • Safeguarding/child protection policies • Induction procedure and resources for new staff • Minutes of policy review • Communications to parents and young people
<p>Refresher training is available at 2 yearly intervals for lead member of staff and all staff that work with children undertake appropriate training and then refresher training at 3 yearly intervals.</p> <ul style="list-style-type: none"> • All members of staff are aware of and access their borough's Safeguarding Children training programmes 	<ul style="list-style-type: none"> • Records of staff L1, L2 and L3 Safeguarding Certificates • Safeguarding training and information plan
<p>The organisation has an e-safety/acceptable use policy and anti-bullying policy signed by staff and pupils.</p> <p>www.education.gov.uk for the Anti Bullying Charter</p>	<ul style="list-style-type: none"> • E-safety/acceptable use policy and anti-bullying policy • All staff trained in e-safety and anti-bullying
<p>All members of staff know what to do if a disclosure is made</p>	<ul style="list-style-type: none"> • Information on how Child Protection [CP] concerns are raised • Log sheet • LA's Model Concerns Record Sheet
<p>All staff aware of the advice given from the Health and Safety Executive about lone working</p>	<ul style="list-style-type: none"> • A lone working risk assessment has been carried out • Policy • Policy guidance documents • List of resources available for safe lone-working • Operational on-call system available?

THEME TWO:

HEALTH AND SAFETY (ESSENTIAL) REQUIREMENT

GUIDING PRINCIPLE:

Young people are safe on and off the premises

Lead member of staff, contact details	
Requirement	Evidence
An up to date Health and safety policy is in place and accessible to all staff, young people, carers and visitors and a there is a designated person trained to IOSH standard who is held ultimately responsible for health and safety	<ul style="list-style-type: none"> • Knowledge of requirements of health and safety legislation • 'Competent' health and safety advice available • Appropriate health and safety signs and notices • Displayed notice naming the designated person for health and safety to whom these issues should be reported
Risk assessments have been carried out to identify significant risks on site	<ul style="list-style-type: none"> • Adequate risk control measures • Record of at least yearly regular reviews
Fire drills take place regularly, at least once a year.	<ul style="list-style-type: none"> • Fire alarms are regularly tested and meet the Fire Brigade's criteria • Fire extinguishers tested regularly • Staff trained in fire prevention measures • Diary showing recent fire drills and notes • Certificate showing tests of fire alarms • Display a list of fire wardens [in larger organisations]
Public liability insurance policy is current and the insurance certificate is displayed	<ul style="list-style-type: none"> • Public liability insurance document • Other relevant insurance documents
<p>First aid equipment and/or facilities are readily available</p> <ul style="list-style-type: none"> • Is the organisation familiar with RIDDOR procedures? (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995) www.hse.gov.uk • How will the employer convey revised control measures to young people if a RIDDOR event occurs whilst they are on the premises? http://www.hse.gov.uk/guidance/index.htm 	<ul style="list-style-type: none"> • Arrangements for access to a qualified first aider or 'appointed person' • Recording systems for accidents and first aid treatments and notification to the school (if appropriate) and/or the parents/carers? • Evidence of any RIDDOR investigations underway or outcomes pending • List of trained first aiders displayed
Arrangements are in place for supervision of young people	<ul style="list-style-type: none"> • Supervision arrangements • Rotas • Ratios of staff to young people identified according to need and upheld

THEME THREE

ACHIEVEMENT AND STANDARDS

GUIDING PRINCIPLE:

Learners achieve the standards set for them in relation to their capabilities and starting points

Are all of the young people making progress in their learning? How do you know? How can you demonstrate this?

Some questions to ask	Examples of evidence
<p>What range of data is used to identify the learning needs of learners? Is ongoing (formative) assessment an integral part of the learning and development process?</p>	<ul style="list-style-type: none"> • On-entry data • Work scrutiny • Initial assessment information
<p>How effectively are learners' skills in English, mathematics and ICT assessed? (functional skills)?</p>	<ul style="list-style-type: none"> • Planning • Assessment and test data • Records of learner feedback
<p>How effective is target setting? Are targets specific and do they enable learners to improve their work/ attitudes/behaviour?</p>	<ul style="list-style-type: none"> • Discussion with learners • Individual reports for learners' needs • Targets
<p>How do different learners perform? Are course targets set for any specific groups who appear to be underachieving?</p>	<ul style="list-style-type: none"> • Assessment and test data, records and reports • Course planning documents • Learner questionnaire feedback
<p>How do learners' outcomes compare year on year? What are the overall trends? Are they analysed according to:</p> <ul style="list-style-type: none"> - Ethnicity - Gender - English as an additional Language (EAL) - Gifted and Talented (G&T) - Children looked after (CLA) - Disability + Special Educational Needs (SEN) - Attendance - Punctuality - Retention rates - Destinations 	<ul style="list-style-type: none"> • Performance Report (CPR) • Performance statistics • Individual Learner Record (ILR) • Attendance records
<p>How is learners' progress monitored and evaluated?</p>	<ul style="list-style-type: none"> • Records of learners' progress • Lesson/session observations focused on learners' learning • Discussion with learners and staff • Peer and self-assessment

THEME FOUR

TEACHING AND LEARNING

GUIDING PRINCIPLE:

Learners benefit from high quality teaching and learning experiences, which allow them to progress and achieve at their own pace at a variety of levels and according to individual needs.

How effective is the teaching? How do you know? How can you demonstrate this?

Some questions to ask	Examples of evidence
<p>Do lessons/sessions have clear and appropriate learning outcomes and are the lesson objectives clearly stated at the beginning of the lesson?</p>	<ul style="list-style-type: none"> • Monitoring records of teaching • Lesson observations • Record of lesson observations • Assessment and progress information • Lesson objectives clearly communicated at start of lesson • Schemes of work and lesson plans • Learning needs of all learners incorporated into plans • Session/lesson is reviewed at the end
<p>Does the teacher show good subject knowledge and understanding?</p> <p>How systematically and effectively:</p> <ul style="list-style-type: none"> • Does the course leader/leadership team observe teaching and learning in classrooms and workshops in line with a teaching and learning policy? • Do teachers observe one another (peer observation)? <p>How well do teachers recognise and overcome barriers to learning?</p>	<ul style="list-style-type: none"> • Record of lesson observations • Feedback reports and action plans • Annotated/revised plans • Teachers' relevant qualifications • Evidence of staff qualifications and CPD • Knowledge is made relevant and interesting for the pupils • Appropriate subject material for the session • Teaching and learning policy • Records of learner feedback
<p>How suitable and rigorous is assessment in planning learning and monitoring learners' progress? How regular are reviews of progress?</p> <ul style="list-style-type: none"> • How effectively is assessment used to provide feedback to pupils? • How clear are learners about what they are expected to learn and how their work will be assessed? <p>Do teachers evaluate their own learning in relation to its impact on the progress of all learners? How effectively is the quality of teaching and learning monitored in relation to:</p> <ul style="list-style-type: none"> • Teachers' subject knowledge? 	<ul style="list-style-type: none"> • Records of progress of all learners including vulnerable learners • ILPs for learners with Statements of Special Need and disabilities; and Looked After Children (LAC) • Account taken of the language needs of EAL/ESOL learners • Schemes of work and lesson plans • Initial assessment records • Retention statistics • Attendance records • Assessment policy

<ul style="list-style-type: none"> • Planning with clear learning objectives and suitable teaching strategies? • Meeting the needs of the full range of learners and course requirements? • Learners' interests and engagement? • Appropriate methods and resources? • Effective use of time? • High standards of responsibility and behaviour? • Additional study as a means of reinforcing learning? • Equality of opportunity? 	<ul style="list-style-type: none"> • ILPs for pupils with Statements of Special Need and Looked After Children (LAC_) • Tracking records • Planning documents • Records of learners' targets • Lesson observation, work samples and portfolios, learners' self-assessment records • Discussions with learners, learners' targets, attendance and input by learners into individual learning plans
<p>How effectively are resources used? Is the setting of good quality and well-equipped?</p>	<ul style="list-style-type: none"> • A pleasant and welcoming environment • Appropriate resources are available for learners needs • Any equipment needed is available and working • Log of equipment checks • Appropriate use is made of additional staff members
<p>Are there productive working relationships between staff and learners leading to effective feedback and positive learning outcomes?</p>	<ul style="list-style-type: none"> • Learners remain fully engaged throughout the lesson • Teacher and learners work at a good pace • Learners are praised regularly • Learners understand what work is expected of them • Lesson observations • Learner self assessment records • Records of learner feedback
<p>Do the learners attend well? Are they on time? Do they behave in a manner appropriate to a learning environment?</p>	<ul style="list-style-type: none"> • Record of lesson observations • Feedback reports and action plans • Annotated/revised plans • Records of learner feedback • Attendance and punctuality records • Behaviour policy • Learner agreements

THEME FIVE

ADMISSIONS, GUIDANCE AND SUPPORT

GUIDING PRINCIPLE:

Admissions and guidance procedures ensure that learners understand the learning programmes available to them. Learners can access all aspects of support according to their individual needs and aspirations throughout the programme.

The provider, the home school and other referral agencies work together efficiently so that learners are supported to make best use of the opportunities available to them. How do you know? How can you demonstrate this?

Some questions to ask	Examples of evidence
<ul style="list-style-type: none"> • How effective is curriculum continuity for transferring pupils? 	<ul style="list-style-type: none"> • Transition records • Pupils' Literacy, Numeracy and ICT Functional Skills levels • Information on SEN
<ul style="list-style-type: none"> • How effective are the induction arrangements? • Are learners' time-tables matched to their learning needs? • How accessible is learning and pastoral support 	<ul style="list-style-type: none"> • Induction arrangements • Pre-assessment records • Discussions with tutors/keyworkers
<ul style="list-style-type: none"> • How effective are the collaborative mechanisms for sharing information about learners between the home school and the provider? 	<ul style="list-style-type: none"> • Outreach support arrangements • Preparation procedures for pupils leaving the school • A comprehensive proforma for transfer information • Key staff proactively work with feeder/ destination schools
<ul style="list-style-type: none"> • How effective are educational links and collaborative arrangements for curriculum provision and mutual benefit? • How keen are staff to learn of best practice elsewhere? • How effective overall are partnerships with others? 	<ul style="list-style-type: none"> • Records of staff CPD • Records of staff CPD in teaching methods and subject areas • Records of leading teacher activities • Extra curricular provision in and with other providers • Particular initiatives/projects

THEME SIX

LEARNER ENTITLEMENT (Welfare, Wellbeing, Rights, Responsibilities)

GUIDING PRINCIPLE:

All Learners have the right to a safe, secure and supportive environment and are aware of all rights, responsibilities and codes of behaviour.

Learners have a growing awareness of their responsibilities and their rights. How do you know? How can you demonstrate this?

Some questions to ask	Examples of evidence
Are all learners aware of health and safety rules and procedures?	<ul style="list-style-type: none"> • Records of induction procedures demonstrating health and safety rules and policies
<p>How easily can learners raise issues and share opinions? How well are learners supported to understand their careers options and the acquisition of workplace skills?</p>	<ul style="list-style-type: none"> • Pupil forum records • Review of careers education provision, feedback from pupils and Connexions staff • Review of work experience provision and work related learning • Data on transitions from school to next steps (FE, training, work etc.)
<p>Are learners' free and feel safe from bullying, racism and other forms of harassment? Do learners' have a growing understanding of how to live a healthy lifestyle? How well do learners develop skills and personal qualities that enable them to achieve future economic well-being?</p>	<ul style="list-style-type: none"> • Anti bullying policy • Social Inclusion Policy • Race Equality Policy • Race equality action plan • Impact of health education programmes • Pupil questionnaires • Behaviour & attendance policy • Data on smoking rates etc • Evaluation of PSHE and enterprise education • Mentoring programmes • Opportunities available for pupils to undertake projects relating to enterprise, world of work etc.

THEME SEVEN

LEADERSHIP AND MANAGEMENT

GUIDING PRINCIPLE:

Programmes are managed and organised in such a way that schools and providers work together closely with the aim of meeting individual learners' needs, abilities and aspirations.

Some questions to ask	Examples of evidence
<p>How effectively is the course led and managed over time and on a day-to-day basis?</p>	<ul style="list-style-type: none"> • Course organisation and structure • Regular (monthly) reports contribute to development plans • Team briefing/staff meeting notes • Course/programme handbook • Procedures manual • Code of conduct/behaviour and attendance policy • Service level agreement in use • Job descriptions
<p>How effective are the collaborative relationships between contributing groups of staff?</p>	<ul style="list-style-type: none"> • Communication between staff at all levels (meetings schedules) • Team briefing/staff meeting notes • School/provider service level agreements • School/college/provider time-tables • Minutes of co-ordination meetings
<p>How effectively is performance monitored and improved through quality assurance and self-assessment? Is there a clear view of the courses' strengths and weaknesses and actions for improvement? How effectively is information communicated to parents/carers?</p>	<ul style="list-style-type: none"> • Internal self-evaluation records across all aspects of the course/programme • Monitoring of links between individual performance and organisational objectives • Course planning documents • Student reports • Progress review meetings
<p>How effectively and efficiently are resources (including accommodation) deployed to achieve value for money?</p>	<ul style="list-style-type: none"> • Attendance data • Standards and achievement data/tracking records • Appropriately costed plans • Budget/finance records • Audit reports
<p>How thorough is the implementation of supervision/performance review of staff in order to bring about improvement?</p>	<ul style="list-style-type: none"> • Records of appraisal of teaching and learning • Evidence of PM outcomes influencing course planning
<p>Are there systems for linking appraisal with professional development for staff, fulfilling both institution and individual development needs?</p>	<ul style="list-style-type: none"> • CPD plan showing links between training and the course programme/plan • Induction programme for new staff

THEME EIGHT

PROFESSIONAL DEVELOPMENT

GUIDING PRINCIPLE:

Opportunities are available for continuous professional development access to opportunities for sharing good practice.

<i>Some questions to ask</i>	<i>Examples of evidence</i>
<ul style="list-style-type: none">• How effective is performance management of staff ?	<ul style="list-style-type: none">• Records of rigorous appraisal of teaching• Evidence shows that outcomes of performance management inform programme planning
<ul style="list-style-type: none">• How effectively has the organisation established systems for linking performance management with professional development for all staff, fulfilling both the aspirations of the provider and the individual, thereby demonstrating a commitment to staff development?	<ul style="list-style-type: none">• Discussions with staff indicate personal development needs are being met• CPD plan shows relevant links between training undertaken and the programme plan.• Appropriate documentation for new staff• Programmes of induction for new staff throughout the year, commensurate with individual experience
<ul style="list-style-type: none">• How effectively does the organisation manage the recruitment, retention and deployment of staff?	<ul style="list-style-type: none">• Evidence of imaginative approaches to recruitment

THEME NINE

EMPLOYER ENGAGEMENT (FOR RELEVANT PROGRAMMES)

GUIDING PRINCIPLE:

Learners benefit from a structured process of work-related experiences which is built on a strong partnership between, college, school and the employers. (Where there is a strong work-related element to the programme)

Some questions to ask	Examples of evidence
How are employers involved in programme planning and delivery and how far do they influence changes to programmes?	<ul style="list-style-type: none">• Job search activities• Written and oral feedback from employer/learner• Opinion surveys• ILP reviews• Minutes of industry panel meetings• Relevant meeting minutes
Are the benefits of work experience programmes clear to individuals?	<ul style="list-style-type: none">• Job search activities• Opinion surveys• Individual records of experiences• Destinations data

GUIDANCE DOCUMENT FOR PROVIDERS

Appendices

The following pages contain additional guidance information, gathered from a number of sources

ATTENDANCE

The admissions register records the personal details of every pupil at the school, and the attendance register records every pupil's attendance at school. All children (both of compulsory and non-compulsory school age) must be placed on both registers.

Both the admissions register and the attendance register are important tools in safeguarding children's welfare.

Pupil absence, whether single days or persistent, can be an indicator of wider needs or problems which must be addressed.

It is vital that all staff in schools and local authorities are alert to the need to identify and address the underlying causes, whether they are disciplinary or because the child is prevented from attending school by problems in their home life, or by problems at school, such as bullying.

There is a demonstrable strong link between attendance and achievement.

The attendance register can help schools to identify those pupils who need extra support to catch up and those that require action to tackle poor attendance. It has a clear role in helping schools to drive up standards and attainment.

Guidance on Applying the Education Pupil Registration Regulations

<http://media.education.gov.uk/assets/files/pdf/k/keeping%20pupil%20registers%20-%20guidance%20on%20applying%20the%20education%20pupil%20registration%20regulations.pdf>

Absence and Attendance Codes

<http://media.education.gov.uk/assets/files/doc/a/aa-ac/absence%20and%20attendance%20codes.doc>

Short Guide to Both of the Above

Attendance Procedures

Guidance and Regulations

Under the provisions of the Education Act 1996 (s434) and the Pupil registration Regulations 1995 governing bodies or proprietors of every school must ensure that an attendance register is kept (except where the pupils are boarders).

The records can be kept manually or electronically. If on a computer there must be a print-out at least once per month. At the end of the year the print-outs must be bound into annual volumes.

Procedures

The legal regulations on registration and attendance require institutions educating learners (where-ever that might be) to undertake defined duties to safeguard both the safety of young people and to ensure their attendance can be tracked. As attendance records may be used in legal action taken against parents for non- attendance, it is vitally important that such records are kept accurately and diligently.

In the case of learners undertaking study or work related learning away from their Home, there is the possibility for error and problems if agreed procedures are not carried out carefully or if communication of attendance data is not ensured.

It may be that, in the not too distant future, electronic transfer of data between participating institutions will make transfer of data both easy and efficient. In the short term however, a number of methods will be necessary depending upon the links between institutions and the equipment available. i.e. fax, telephone, e-mail.

Taking the Register

The registers must be updated twice daily at the start of morning and afternoon sessions.

The register must record whether the pupil is:

- present
- absent

When a pupil of compulsory school age is absent it must be marked as an 'authorised' or 'un-authorised absence'

Or:

- attending an approved educational activity — nature to be specified.

An 'approved educational activity' is defined as:

- a) One taking place off the school premises
- b) Approved by a person authorised by the governing body or the Head
- c) Supervised by a person authorised by the governing body or the Head
- d) Of an educational nature, including work experience, field trips and educational visits, interviews with prospective employers, or for a place in Higher or Further Education.
- e) Link courses where pupils attend an FE college for part of their education
- f) Off-site at another location while remaining on roll and under school
- g) Supervision (e.g. sick children being taught at home), or
- h) Attending approved sporting activity.

Keeping the Register

All entries should be in ink (where electronic systems are not employed) and any corrections must be clearly distinguishable from the original entry. The register must be kept in school for at least three years.

The record can be computerised so long as:

- There is a print out at least once per year
- Any corrections are distinguishable

The requirements of the Data Protection Act 1998 apply to the keeping of admission and attendance registers.

Attendance Checklist

The following check list is designed to help staff managing learners in off-site working to maintain efficient and accurate attendance records.

	Yes	No	Don't know	Action needed
Home				
Designated staff member to ensure accurate register of students is lodged with each Host.				
Designated staff member to be responsible for receiving attendance of all Home learners working off-site each session a.m. & p.m.				
System to inform parents of the learners' non- attendance at a learning placement as soon as possible after the start of each session.				
In the event of a pattern of intermittent or non- attendance arising for individual learners: designated attendance staff to inform appropriate manager, learner to be seen, parent to be informed, if necessary learner and parent to be interviewed				

Name _____ Role _____ Date _____

	Yes	No	Don't know	Action needed
Host				
Member of staff designated to be responsible for informing each Home of attendance of learners each session a.m. & p.m. as soon as possible after the class register has been completed				
Host to ensure the register is marked accurately for each session.				
In the event of a pattern of intermittent or non-attendance arising for individual learner: designated attendance staff to inform the appropriate manager at the Home.				

Name _____ Role _____ Date _____

Health and Safety

Safeguarding is not just about protecting children/young people from deliberate harm. It includes issues for providers such as:

- pupils' health and safety
- bullying
- racist abuse
- harassment and discrimination
- use of physical intervention
- meeting the needs of pupils with medical conditions
- providing first aid
- drug and substance misuse
- educational visits
- internet safety
- issues which may be specific to a local area or population, for example gang activity, school security

Risk Assessment and Criminal Record checks

Disclosure and Barring Service (DBS) Checks

Members of staff who have prolonged and unsupervised access to pupils are subject to enhanced DBS checks. With regard to the single central register, The School Staffing (England) Regulations 2003, as amended by the School Staffing (England) (Amendment) (No. 2) Regulations 2006, require every school to keep a register (the single central register) showing, in relation to each member of staff appointed after 1 January 2007 or before that date but still in post on 1 April 2007, whether various checks have been carried out and the date on which each such check was completed or the relevant certificate obtained.

Single central record

Questions for the provider
1. Is a single central record (SCR) of staff in place?
2. Does the SCR indicate that identity checks have been carried out and by whom? Note: although good practice, it is not required to show addresses on the SCR.
3. Is there evidence on the SCR that all teachers have been checked against the Children's List (previously List 99)? (If a teacher has an enhanced DBS disclosure in place they have been checked against List 99 or the Children's List.)
4. Is there evidence that all staff employed since March 2002, and who have not had continuity of employment, have been DBS checked, if they have regular contact with or unsupervised access to children?
5. Have all staff appointed since 12 May 2006, whether or not they have regular contact with children, been DBS checked, unless they have continuity of employment?
6. Does the SCR include evidence that supply teachers have been checked against the Children's List (or List 99) or have an enhanced DBS disclosure? Note: in the case of agency staff it is sufficient that the employer has provided written confirmation that the required checks have been carried out.
7. Does the SCR include all others who have been chosen by the school to work regularly or intensively with children, for example volunteers or governors who also work as volunteers within the school?
8. Does the SCR record the date when the DBS or Children's List (or List 99) check was carried out (and who carried out the check) except in the case of agency staff?
9. Does the SCR record qualifications – where the qualification is a requirement of the job, for example those posts where a person must have qualified teacher status or national professional qualification for headship?
10. Does the SCR record evidence of 'right to work' in the United Kingdom checks?

IF THERE IS A CONCERN about safeguarding of any young person, this needs to be reported immediately to the designated manager. If during a review of provision, there is a concern, this needs to be reported to the appropriate manager.

The Lord Laming report emphasises that if safeguarding is 'everybody's' responsibility then everyone should know who to contact if they are concerned about a child or young person. Staff should explicitly understand their responsibilities in order to achieve positive outcomes, keep children safe, and complement the support that other professionals may be providing. All service providers must look critically at how they receive referrals, the point known as their 'front door'. This reinforces a key message in the DCSF guidance of the importance for all staff in an establishment of having appropriate training and induction so that they understand their roles and responsibilities and are confident about carrying them out.

Staff need to be particularly sensitive to signs which may indicate possible safeguarding concerns. This could include, for example, poor or irregular attendance or children missing from education.

Risk Assessments and trips

School and referral agency staff are invited to risk assess any area of a host provider that their pupils may use.

Parental permission forms must be completed for any trips as should appropriate risk assessments.

Parental permission and related forms must be completed as well as appropriate risk assessments

EMERGENCY MEDICAL TREATMENT

The **Home School** is responsible for;

- Informing the Host Provider of any medical conditions providing agreement from parents/carers has been sought.

The **Host Provider** is responsible for;

- Ensuring they have adequate number of qualified First Aiders who will carry out minor First Aid on learners when needed in accordance with medical information from Home Schools
- Ensuring all accidents are recorded in accordance with local authority policies and Home Schools will be sent copies of accident reports involving its learners.
- Making arrangement under its duty of care, if a learner requires emergency medical treatment, and will notify the Home Schools in all cases where significant First Aid or emergency hospital treatment is required.

Carrying out emergency medical treatment, alert hospital and arrange transport as appropriate using information supplied on the initial parental consent form

SUPERVISION

- KS4 Learners are not expected to leave Alternative provision premises during the day, unless a written request from parents or a member of school staff is received by the college KS4 Co-ordinator.

Supervision during lessons and lunch breaks is the responsibility of Host provider staff

Complaints and Compliments Procedures

There are requirements under law to have a complaints procedure in place when educating young people. It is therefore necessary to have a protocol, which is fully understood by all parties when young people are working off site.

The following protocol is deemed to be the agreed means of dealing with complaints across all the institutions involved in collaborative and alternative provision.

The requirement is for a complaints procedure, however a similar procedure is to be adopted for managing compliments.

1. For the purposes of the scheme all complaints from Learners or Parents/Carers about curriculum, travel, provision, equipment, teaching, staff, etc. are to be made through a named person at the Home institution.
2. All complaints about learners, their work, behaviour, attendance, timekeeping etc are to be made from the Host to a named person at the Home.
3. The Home agrees to designate a named person to deal with all complaints between parties operating within the scheme.
4. The Host agrees to designate a named person to deal with all complaints between parties operating within the scheme.
5. Wherever possible the Home will contact the Host within two working days of receiving any complaint from learner or parent/carer and try to resolve the problem before the next learner visit.
6. Wherever possible the Host will attempt to solve problems before the next learner visit or within one working week if this is not possible.
7. The Home will undertake to see any learner causing concern to the Host before the next visit or within one working week if this is not possible. If necessary the Home will contact the learner's parent/carer to explain the situation and to elicit help with solving the problem.
8. In exceptional circumstances such as an alleged case of bullying or abuse. The learner will not return to the placement until the case has been successfully dealt with to the satisfaction of the learner and their parent/carer.

9. In cases of severe misconduct by a learner the learner may be excluded from attendance at the placement until the complaint has been resolved to the satisfaction of the Host. (This does not mean they will automatically be excluded from attending their Home)
10. In the case of an unresolved complaint, the matter should be dealt with in concert by The Headteacher or Principal of the Home, a Senior Manager from the Host and the Parent or Carer of the learner.
11. Complaints relating to financial issues between institutions will be dealt with through named financial officers who may not deal with other types of complaint.
12. A register of complaints to be kept at each Home together with response times and outcome.

There will be regular opportunity for learners to feedback their opinions, both positive and negative.

Student Evaluation

It is important that there is a regular opportunity for learners to feedback their opinions, both positive and negative. This form can be used to this effect. This form is only an example as schools and colleges have existing systems to obtain the views of young people at their institutions.

Example of a Student Evaluation Form

You will be asked to complete this form at the end of the Autumn and Summer Terms. The purpose of this form is for you to tell us what is working well for you and, what might need changing.

Programme:	Name of learner (optional):
Class:	Date:
<p>What do you like about your programme? (Tick)</p> <ul style="list-style-type: none"> • Practical lessons • Theory lessons • Teachers/Lecturers • Canteen • Student Base Room 	<p>What would you like changed or improved? (Tick)</p> <ul style="list-style-type: none"> • Practical lessons • Theory lessons • Teachers/Lecturers • Canteen • Student Base Room
<p>If you had to describe your programme at _____ what would you say? (In one sentence please)</p>	

Quality Standards for Young People's careers Information, Advice and Guidance (CEIAG)

Introduction and Purpose

These Quality Standards were written to support the development of consistently high quality and impartial information, advice and guidance services across the country.

They do this by providing a framework for planning, managing and reviewing information, advice and guidance services in a locality, in a co-ordinated way. Taken together they define our expectations of the services that local authorities, through Children's Trusts, will commission and manage. They are also for use by:

- learning providers (including schools, colleges and work based training providers),
- external information, advice and guidance providers (i.e. Connexions services, voluntary and community service organisations and all other private organisations working under contract to the local authority), and
- users of information advice and guidance services, to check that the expected standards are being achieved. The standards can also be used to support external assessments of the quality and impartiality of information, advice and guidance services.

Definition of information, Advice and Guidance

“Information, advice and guidance” is a key element of Local Authority integrated youth support services. It is an umbrella term. It covers a range of activities and interventions that help young people to become more self-reliant and better able to manage their personal and career development, including learning.

It includes:

- the provision of accurate, up-to-date and objective information on opportunities, progression routes, choices, where to find help and advice, and how to access it
- the provision of advice through activities that help young people to gather, understand and interpret information and apply it to their own situation

The Quality Standards –short checklist

There are 12 quality standards. In each case a self-assessment should be made and evidence recorded. If organisations wish to carry out a full detailed assessment the full checklist that document, a user guide and guidance on good practice are available from the LA or Connexions. In short they set out the expectations that:

1. Young people are informed about how information, advice and guidance services can help them and how to access the services they need
2. Young people receive the information, advice and guidance on personal wellbeing and financial capability issues that they need
3. Young people have the information they need to make well-informed and realistic decisions about learning and career options
4. Young people have the advice and guidance that they need to make well-informed and realistic decisions about learning and careers
5. Information, advice and guidance services promote equality of opportunity, celebrate diversity and challenge stereotypes
6. Young people (reflecting the make-up of their communities) are engaged in the design, delivery and evaluation of information, advice and guidance provision
7. Parents and carers know how information, advice and guidance services can help their children and know how these services are accessed
8. Information, advice and guidance providers understand their roles and responsibilities
9. Programmes of career and personal development for young people are planned and provided collaboratively
10. Staff providing information, advice and guidance are appropriately qualified, work to relevant professional standards and receive continuing professional development
11. Information, advice and guidance services are regularly and systematically monitored, reviewed and evaluated, and actions are taken to improve services in response to the findings
12. Processes for commissioning impartial information, advice and guidance services are effective and result in services that meet the needs of parents/carers and young people.

Quality of teaching – from the Ofsted 2012 grade descriptors, adapted for individual lesson observation (see caveat below)

KEY IDEAS	INADEQUATE (4)	SATISFACTORY (3)	GOOD (2)	OUTSTANDING (1)
Teaching that leads to Progress Expectations	As a result of weak teaching over time, pupils or groups of pupils currently in the school are making inadequate progress. Teachers do not have sufficiently high expectations	Teaching results in most pupils, and groups of pupils, making progress that is broadly in line with that made by pupils nationally with similar starting points. Teachers' expectations enable most pupils to work hard and achieve satisfactorily and encourage them to make progress.	As a result of teaching that is mainly good, with examples of outstanding teaching, most pupils and groups of pupils, including disabled pupils and those who have special educational needs, are achieving well over time. Teachers have high expectations of all pupils.	Much of the teaching in all key stages and most subjects is outstanding and never less than consistently good. As a result, almost all pupils are making rapid and sustained progress. All teachers have consistently high expectations of all pupils.
Evidence:				
Sound subject knowledge, use of assessment.		Due attention is often given to the careful assessment of pupils' learning but this is not always conducted rigorously enough and may result in some unnecessary repetition of work for pupils and tasks being planned and set that do not fully challenge.	Teachers use their well developed subject knowledge and their accurate assessment of pupils' prior skills, knowledge and understanding to plan effectively and set challenging tasks.	Drawing on excellent subject knowledge, teachers plan astutely and set challenging tasks based on systematic, accurate assessment of pupils' prior skills, knowledge and understanding
Evidence:				
Focused support, matching to pupils' needs, strategies for teaching, AfL	Learning activities are not sufficiently well matched to the needs of pupils so that they make inadequate progress.	Teachers monitor pupils' work during lessons, picking up any general misconceptions and adjust their plans accordingly to support learning. These adaptations are usually successful but occasionally are not timely or relevant and this slows learning for some pupils. Teaching strategies ensure that the individual needs of pupils are usually met.	They use effective teaching strategies that, together with appropriately targeted support and intervention, match most pupils' individual needs. Teachers regularly listen astutely to, carefully observe and skilfully question groups of pupils and individuals during lessons in order to re-shape tasks and explanations to improve learning.	They use well judged and often imaginative teaching strategies that, together with sharply focused and timely support and intervention, match individual needs accurately. Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning.
Evidence:				
Learning across the curriculum. Attainment of pupils in English and Maths.	<i>Pupils cannot communicate, read, write or use mathematics as well as they should.</i>	<i>Communication skills, including reading and writing, and mathematics may be taught inconsistently across the curriculum.</i>	<i>Pupils learn well across the curriculum. The teaching of reading, writing, communication and mathematics is very efficient. Teaching consistently deepens pupils' knowledge and understanding and allows them to develop a range of skills, including communication, reading</i>	<i>Time is used very well and every opportunity is taken to successfully develop crucial skills, including being able to use their literacy and numeracy skills in other subjects. Pupils learn exceptionally well across the curriculum. The teaching of reading, writing, communication and mathematics is highly effective</i>

			<i>and writing and mathematics, across the curriculum.</i>	
Evidence:				
Engagement, interest, motivation, resilience, marking and feedback	Teachers do not have sufficiently high expectations and teaching over time fails to excite, enthuse, engage or motivate particular groups of pupils, including those with special educational needs and/or disabilities.	Pupils are informed about the progress they are making and how to improve further through marking and dialogue with adults that is usually timely and encouraging. This approach ensures that most pupils want to work hard and improve.	Teachers and other adults enthuse and motivate most pupils to participate. Teaching generally promotes pupils' resilience, confidence and independence when tackling challenging activities. Teachers assess pupils' progress regularly and accurately and discuss assessments with them so that pupils know how well they have done and what they need to do to improve.	Teachers and other adults generate high levels of enthusiasm for, participation in and commitment to learning. Teaching promotes pupils' high levels of resilience, confidence and independence when they tackle challenging activities. Marking and constructive feedback from teachers and pupils are frequent and of a consistently high quality, leading to high levels of engagement and interest.
Evidence:				
Homework contributes to learning		Teachers carefully deploy any available additional support and set appropriate homework, and these contribute reasonably well to the quality of learning for pupils, including disabled pupils and those who have special educational needs.	Appropriate and regular homework contributes well to pupils' learning..	Appropriate and regular homework contributes very well to pupils' learning.
Evidence:				
Plus, from the "Behaviour and Safety of Children" criteria Attitudes to learning. The school's strategies for managing behaviour.	Pupils' lack of engagement and persistent low-level disruption contribute more than occasionally to reduced learning and/or a disorderly classroom environment.	In lessons, pupils respond promptly to teachers' direction and work cooperatively with each other. Major disruption to learning is uncommon. The school's behaviour management procedures are clear and usually applied but some inconsistencies exist and low-level disruption may occur occasionally.	In lessons, pupils demonstrate positive attitudes towards the teacher, their learning and each other. Their good levels of engagement allow lessons to flow smoothly throughout so that disruption is unusual. Pupils, including those with identified behavioural difficulties, respond very well to the school's strategies for managing and improving behaviour, which are applied consistently. Disruptive incidents seldom occur.	Pupils show very high levels of engagement, courtesy, collaboration and cooperation in and out of lessons. They have excellent, enthusiastic attitudes to learning, enabling lessons to proceed without interruption. Pupils are consistently punctual in arriving at school and lessons. They are highly adept at managing their own behaviour in the classroom and in social situations, supported by systematic, consistently applied approaches to behaviour management. They are very calm, orderly and considerate when moving around the school.
Evidence:				

Comments:

1. *Caveat: Ofsted state that “These grade descriptors from the 2012 inspection schedule describe the quality of teaching in the school as a whole taking account of evidence over time. While they include some characteristics of individual lessons, **they are not designed to be used to judge individual lessons**”*
2. *NB The “**key ideas**” have been drawn from the content of the descriptors, and are **not** Ofsted constructs.*
3. *Accessed from <http://clerktogovernors.wordpress.com/2011/10/03/ofsted-2012-quality-of-teaching/>*

Advice From The DoE

This web address contains new departmental advice for schools.

<http://www.education.gov.uk/schools/leadership/advice>

This is non-statutory and the Department of Education say that it is produced to help recipients understand what complex or wide-ranging statutory provisions mean in practice and what needs to be done to comply with them.

It may also be produced on other duties or areas of responsibility which are not set out in statute, such as public law duties.