**Quality Assurance (QA) Framework for Unregulated Alternative Providers (AP) – Derby City**

This QA framework is based on the proposed national standards for unregulated AP as outlined in the consultation document “Strengthening protections in unregistered alternative provision” May 2024

The framework looks to Quality Assure provisions against the standards across the following themes:

1. Safeguarding and the Wellbeing of Children
2. Health and Safety
3. Admissions, Guidance & Support
4. Quality of education
5. Outcomes of children

**Dates of QA Visits**

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| --- |
| **Name of provider** |
| **Date of QA Visit** | **LA Representative** | **Provider representative** |
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|  |  |  |
|  |  |  |

**Overview of Provider and the AP provision which can be accessed:**

|  |
| --- |
| Insert text here …… |

**Length of AP which can be offered:**

|  |  |  |
| --- | --- | --- |
| Up to 12 weeks full time | Yes | No |
| Longer term part time, up to 2 days per week  | Yes | No |

\*if the pupil is in a full time place and has an EHCP or is a LAC, please inform Ellen Wilkinson ellen.wilkinson@derby.gov.uk

**Courses and programmes which can be offered:**

|  |  |
| --- | --- |
| Course/programme | Expected outcome |
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**Contact details:**

|  |  |
| --- | --- |
| Name of Provider |  |
| Address |  |
| Contact details for Provider | NameTelephoneEmailWebsite |
| Name and contact details of the Designated Safeguarding Lead (DSL) | NameTelephoneEmail |

**1 Safeguarding and the wellbeing of children**

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| --- | --- | --- | --- |
|  | **National Standard** | **Requirement met** | **Evidence**  |
| **1a** | All staff and proprietors have appropriate recruitment checks including an enhanced Disclosure Barring Service check, which are recorded on a single central register, and persons failing to meet those checks are not employed. | FullyPartiallyLimited evidenceNot at all |  |
| **1b** | Appropriate policies and procedures to safeguard pupils are in place and are accessible to relevant parties.Policies are up to date and compliant with the latest version of KCSIE and Derby & Derbyshire Safeguarding Children’s Partnership Policy and Procedures.All staff have undertaken safeguarding training within the last year.  | FullyPartiallyLimited evidenceNot at all |  |
| **1c** | Staff are aware of the content of safeguarding policy and procedures and implement them effectively.All staff can demonstrate that they have read part 1 of the latest version of KCSIE.All managers and supervisors can demonstrate that they have read the latest version of KCSIE.  | FullyPartiallyLimited evidenceNot at all |  |
| **1d** | Robust procedures are set out for recording and escalating concerns and the actions taken. | FullyPartiallyLimited evidenceNot at all |  |
| **1e** | Access to the site is restricted to registered learners, the organisation’s own staff, and supervised visitors. | FullyPartiallyLimited evidenceNot at all |  |
| **1f** | There is a safeguarding lead at the setting who has received appropriate, documented training.All managers and supervisors have undertaken level 3 / level 4 safeguarding training within the last 2 years.Concerns are communicated between the Alternative Provider and the school,The concerns are recorded, including any actions taken and how concerns are escalated. All documentation is stored appropriately. | FullyPartiallyLimited evidenceNot at all |  |
| **1g** | The provider’s website and social media feeds (if appropriate) have been checked.  | FullyPartiallyLimited evidenceNot at all |  |
| **1h** | If the pupil has access to computer or online system. There is an online safety policy which includes appropriate monitoring and filtering requirements. There is a policy for the safe use of mobile phones on site. | FullyPartiallyLimited evidenceNot at all |  |
| **1i** | Where appropriate, pupils with needs relating to health, disability or a special educational need should have individualised plans in place to help meet their needs. | FullyPartiallyLimited evidenceNot at all |  |
| **Comments**Different age groups of children and young people **MUST NOT** be mixed beyond Key Stages, i.e. primary and secondary children **MUST NOT** be on site together. Pre-16 children and Post 16 young people, and adults **MUST NOT** be on site together.  |  |

**2 Health and Safety**

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| --- | --- | --- | --- |
|  | **National Standard** | **Requirement met** | **Evidence**  |
| **2a** | A health and safety policy is in place that is understood and implemented by all staff. | FullyPartiallyLimited evidenceNot at all |  |
| **2b** | First Aid equipment and/or facilities are readily available and there are arrangements for access to a qualified first aider. | FullyPartiallyLimited evidenceNot at all |  |
| **2c** | A system is in place and in use for recording health and safety and first aid incidents. | FullyPartiallyLimited evidenceNot at all |  |
| **2d** | All specialist equipment used by pupils, staff or volunteers at the setting has undergone individual risk assessment and additional health and safety checks consistent with industry standards. | FullyPartiallyLimited evidenceNot at all |  |
| **2e** | Staff hold appropriate qualifications or have received appropriate training in the use of specialised equipment including, where appropriate, supervising or training others in its use | FullyPartiallyLimited evidenceNot at all |  |
| **2f** | The setting has all appropriate insurance cover, including public liability insurance. | FullyPartiallyLimited evidenceNot at all |  |
| **2g** | Fire drills take place regularly, at least once a year, and a record is kept. | FullyPartiallyLimited evidenceNot at all |  |
| **Comments** |  |

**3 Admissions, guidance and support**

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| --- | --- | --- | --- |
|  | **National Standard** | **Requirement met** | **Evidence**  |
| **3a** | Admission and referral procedures are clear and well supported. | FullyPartiallyLimited evidenceNot at all |  |
| **3b** | The setting maintains records including information supplied by schools on admission, induction records, personal education plans or other learning plans, additional health needs, EHC plans, behaviour reports and risk assessments. | FullyPartiallyLimited evidenceNot at all |  |
| **3c** | All pupils participate in an induction process that will help them understand their rights and responsibilities and health and safety procedures. | FullyPartiallyLimited evidenceNot at all |  |
| **3d** | The setting records pupil attendance for each session, and there is a clear process in place to notify the commissioner of any absence within 30 minutes of the session start time. | FullyPartiallyLimited evidenceNot at all |  |
| **3e** | Processes are in place with commissioner(s) for checking on the health and wellbeing of absent pupils. | FullyPartiallyLimited evidenceNot at all |  |
| **3f** | The setting records pupil behaviour and progress and shares information on a commonly agreed form, routinely with schools and parents, and/or with the local authority if the pupil is not on a school admission register.A commissioning agreement is in place and all parties understand how procedures for managing attendance, punctuality, behaviour and rewards will be communicated, including the process if the placement does not work or isn’t appropriate. This information is shared with schools and parents, and/or with the local authority if the pupil is not on a school admission register. | FullyPartiallyLimited evidenceNot at all |  |
| **Comments**Schools **MUST** inform providers of how the pupil will travel to and from the provision.Please circle / highlight the following,* Bus (which bus number(s) will the pupil travel on?
* Car (who will be driving the pupil?)
* Taxi (please provide the name of the company)
* Walk
* Other

Schools **MUST** provide details of the educational provision for the rest of the week, to the provider (i.e. is the pupil in school or at a different Alternative Provision?) |  |

**4 The quality of education**

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| --- | --- | --- | --- |
|  | **National Standard** | **Requirement met** | **Evidence**  |
| **4a** | Staff providing education have the appropriate skills and qualifications to deliver programmes. | FullyPartiallyLimited evidenceNot at all |  |
| **4b** | Planning for learning shows lesson/session plans identify the knowledge, skills and understanding that different groups of pupils will achieve. | FullyPartiallyLimited evidenceNot at all |  |
| **4c** | Regular and thorough assessment and review of progress takes place, observed during a learning walk. | FullyPartiallyLimited evidenceNot at all |  |
| **4d** | The setting promotes to pupils the importance of attendance, punctuality and good behaviour and has a strategy to address non-compliance. | FullyPartiallyLimited evidenceNot at all |  |
| **4e** | The following policies are in place, readily available and are shared on induction. * Behaviour Policy (including the use of physical intervention)
* Attendance Policy
* Anti-bullying Policy

The provider can demonstrate that practices for managing behaviour and attendance and recording are strong. | FullyPartiallyLimited evidenceNot at all |  |
| **4f** | The setting (where appropriate) ensures there are opportunities within the curriculum for all pupils to learn the knowledge, skills and attitudes to help them to manage relationships, keep safe and to develop personally e.g. PSHE curriculum (personal, social, health and economic education). | FullyPartiallyLimited evidenceNot at all |  |
| **Comments** |  |

**5 The outcomes of children**

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| --- | --- | --- | --- |
|  | **National Standard** | **Requirement met** | **Evidence**  |
| **5a** | There is a process for setting and monitoring pupil progress to support reintegration where appropriate, and for taking action if progress is not on track. | FullyPartiallyLimited evidenceNot at all |  |
| **5b** | Pupil underperformance is addressed through appropriate intervention and support. | FullyPartiallyLimited evidenceNot at all |  |
| **5c** | There is a process to assess regularly whether the provider is effective in delivering the commissioned service. This should be evident in the provision’s annual report. | FullyPartiallyLimited evidenceNot at all |  |
| **5d** | Through the commissioning agreement, school and the providers work in partnership with pupils and parents/carers to monitor and review individual pupils’ needs, abilities and aspirations. Including employability skills and post 16 plans. | FullyPartiallyLimited evidenceNot at all |  |
| **Comments** |  |

**Following the QA visit from the Local Authority the provider has:**

* met all the standards within this QA framework and will be placed on the approved LA list for approved unregistered provision.
* met the majority of the standards and has agreed to have in place timely improvements which enable it to be placed on the approved list.
* not met the standards required and understands what it needs to do to reapply at a future date.
* not met the standards and does not wish to progress any further.

**Improvement Plan**

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| --- | --- | --- | --- | --- |
| **Area for Improvement** | **Actions** | **RAG** | **By when?** | **Who by?** |
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**Signatories**

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| **Local Authority** |
| **Name** |  |
| **Position** |  |
| **Date** |  |

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| --- |
| **Provider** |
| **Name** |  |
| **Position** |  |
| **Date** |  |

**Next QA visit is scheduled for …..**