

# Supporting Progress and Inclusion

## Service specification 2022

## 1. Introduction

- 1.1 This service specification is for education or training provision which needs to be arranged to ensure children and young people receive suitable education or training. It includes Ofsted registered alternative education provision; off-site education that supports inclusion; alternative education that focuses on re-engagement; and teaching and education that supports post 16 learning.
- 1.2 The needs of most children and young people can be met through mainstream provision, with a small proportion with the most complex needs requiring specialist support. This enables them to progress in their learning, going onto their next step towards a settled adulthood. Some children and young people however need education or training arranged outside a mainstream or specialist setting because otherwise they would not receive suitable education or training. This can be for a number of reasons (see also Government definition of Alternative Provision box 1):
- Pupils who are permanently excluded
  - Children and young people who have medical and mental health needs
  - Pupils at risk of exclusion, on a fixed period exclusion or directed by schools to off-site provision to support behavioural and emotional challenges
  - Young people 16 – 25 with an Education Health and Care Plan (EHCP) or other vulnerabilities needing additional support to progress to a settled adulthood
  - Children and young people unable to cope with a full-time curriculum, missing out on education or who find themselves marginalised from mainstream schools because of behavioural or other challenges

### Box 1. Government definition of Alternative Provision

Education arranged by local authorities for pupils who, because of exclusion, illness, or other reasons, would not otherwise receive suitable education; education arranged by schools for pupils on a fixed period exclusion; and pupils being directed by schools to off-site provision to improve their behaviour.

#### Key points:

- local authorities are responsible for arranging suitable education for permanently excluded pupils, and for other pupils who – because of illness or other reasons – would not receive suitable education without such arrangements being made
- governing bodies of schools are responsible for arranging suitable full-time education from the sixth day of a fixed period exclusion
- schools may also direct pupils off-site for education, to help improve their behaviour
- statutory guidance sets out the government's expectations of local authorities and maintained schools who commission alternative provision and pupil referral units. The Government expects those who are not legally required to have regard to the statutory guidance to still use it as a guide to good practice

[Alternative provision statutory guidance for local authorities, January 2013](#)

- 1.3 Context for the service – the Council's mission:

- Our ambition is to support all children and young people in their journey to adulthood with underpinning principles of early help, personalisation and inclusion and enabling them to achieve their chosen outcomes. We know that children are safer when they are in education.
- We support children and young people through a focus on the best education for all our children and young people, our localities model and inclusion within our mainstream educational settings.
- We seek to reduce permanent exclusions and reduce the number of children and young people who need to access unregistered Alternative Provision, with particular emphasis on those who are either at a primary key stage and those at the end of their secondary key stages of education.

1.4 The Council's vision is to have in place provision which:

- Supports delivery of our ambition for children and young people to progress and achieve, including post 16 pathways
- Provides a short-term intervention for re-engagement and not a long-term destination
- Meets the needs of children and young people to prevent permanent exclusions or enable re-engagement, ensuring the best education

1.5 The delivery model will focus on high quality provision in particular Ofsted registered alternative education provision, where appropriate. This sits within the whole system approach of inclusive education in our mainstream settings, and other support or provision through the [graduated approach](#).

1.6 Such provision is required to support children and young people in their localities and communities which builds trust and a sense of belonging in their educational setting and community. 'Dorset Children Thrive' is the Council's model for delivering Children's Services. The model brings together many services and support for children and families into 6 integrated locality teams across the Council's local authority area within the County of Dorset, supported by a central team of specialist services:

<b>Six localities</b>	<b>Services based in <u>all six</u> of the localities include:</b>
<ul style="list-style-type: none"> <li>• Chesil</li> <li>• Dorchester</li> <li>• East Dorset</li> <li>• North Dorset</li> <li>• Purbeck</li> <li>• West Dorset</li> </ul>	<ul style="list-style-type: none"> <li>• Early Help</li> <li>• Children's Social Care</li> <li>• Educational Psychology</li> <li>• Special educational needs and disabilities (SEND)</li> <li>• Early Years</li> <li>• Specialist Teaching</li> </ul>

This includes where the Council, under section 61 of the Children and Families Act 2014, consents to a child or young person with SEN being educated somewhere other than a school or post-16 institution (known as Education Otherwise than at School – EOTAS) to meet specific needs of pupils who, for whatever reason, cannot attend a mainstream or special school.

1.7 This Framework is to be used by the Council and Education Settings to support them to meet their statutory responsibilities by providing a quality assured framework of providers. The Council is establishing the Framework and will be a commissioner of this service (Lots

1 - 5), schools may also commission from Lot 2, referral routes are set out in table 1 (page 6). There shall be no guarantee of referrals or funding from being on this Framework.

1.8 Important information which sets out the basis for this service:

#### **National**

- [statutory guidance: alternative provision](#)
- [unregistered independent schools and out of school settings- advice \(pdf\)](#)
- [guidance on children with health needs who cannot attend school](#)
- [government's advice and guidance for independent school registration](#)
- [reforming alternative provision](#)
- [section 172 of the Education Act 2002](#) – definition of an independent schools
- [section 97 of the Education Act 2002](#) – Ofsted inspecting unregistered provision
- [keeping children safe in education - statutory guidance](#)
- [Working Together to Safeguard Children 2018](#)

#### **Dorset Council**

- [Dorset SEND Strategy 2021 to 2024](#)
- [Dorset children, young people and families plan 2020 to 2023](#)
- Dorset Council's Commissioned Service's Safeguarding Standards (appendix A)
- [Dorset localities](#)

1.9 On the 29 March 2022 the Government published proposals for a [SEND and alternative provision system in England](#) which are the subject of national consultation (closing 1 July 2022). A call for evidence looking into the use of unregistered provision is being launched by summer 2022. An implementation plan is expected later this year, with wide ranging changes requiring legislation to implement. The Council's new delivery model is in line with the broad direction of the proposals; it will however require changes to respond to the national requirements. All Providers on the Framework are expected to respond to future national changes, and to work proactively to achieve the best outcomes for children and young people in the local authority area of the Council.

## **2. Description of service to be provided**

- 2.1 Provision shall meet all relevant national requirements as set out in para 1.8, including those relating to Alternative Provision and safeguarding.
- 2.2 The Council's framework for Supporting Progress and Inclusion will provide teaching and activities for children and young people as set out in table 1 and elsewhere in this specification.
- 2.3 Provision will be specific to the needs of children and young people, however there are common requirements, all provision must therefore:

- a. enable good academic and vocational attainment on par with mainstream schools/offer – particularly in English, maths and science (including IT) – with appropriate accreditation and qualifications;
  - b. be suited to the child or young person’s capabilities, giving them the opportunity to take appropriate qualifications and involve suitably qualified staff who can help the child or young person make excellent progress, with rigorous assessment of progress;
  - c. improve children and young people’s motivation and self-confidence, attendance and engagement with education and learning;
  - d. have clearly defined objectives, including the next steps following the placement such as reintegration into mainstream education, further education, training or employment.
  - e. have good arrangements for working with other relevant services such as social care, educational psychology, child and adolescent mental health services, youth offending teams and drug support services etc.
- 2.4 The specialism and educational focus of the service as set out in this specification will vary and is likely to have a particular focus for example on:
- acquisition of academic or vocational skills and qualifications
  - developing strategies to cope with their additional social, emotional and mental health needs
  - team building and self-esteem development
  - sports and physical activity
  - performing and creative arts
  - planning a successful pathway in full time education or onto post 16 opportunities
- 2.5 The precise service and balance between teaching, inclusion and re-engagement activities will vary according to the needs of the child, within the definition of each Lot as set out in Table 1.
- 2.6 With the exception of Lot 1 and Lot 5, the provision on offer by any one provider should not form the majority of any learner’s education, therefore it is expected that all packages will be less than 25 hrs per week, while remaining specific to the needs of the learner.

Table 1: Description of services and Framework Lots

Lot	Title	Purpose or service and client group	Service description	Referral route
1	Ofsted registered Alternative Provision	<p>Purchased by Dorset Council only.</p> <p>Services to:</p> <ul style="list-style-type: none"> <li>• provide registered school places for pupils who would otherwise not receive suitable education (one which prepares young people for life in wider society and enables them to achieve their full potential)</li> <li>• meeting curriculum standards in line with Ofsted requirements</li> </ul> <p>For children and young people in Reception to Year 11</p>	<ol style="list-style-type: none"> <li>a. Targeted to meet specific identified needs and specific objectives, typically identified by a specialist assessor or a professional and part of a plan.</li> <li>b. High quality (Ofsted rated GOOD or OUTSTANDING) registered school setting with learning experiences which meet the specific needs and aspirations of the child or young person</li> <li>c. Delivered by high quality staff with suitable training, qualifications and experience</li> <li>d. Taking place in traditional and non-traditional classroom settings</li> <li>e. Full time (unless the pupil's health means that full-time education would not be in their best interest)</li> <li>f. Expectation that limited to two terms, except where the child or young persons' needs require support beyond 2 terms and the offer can meet those specified needs and progress is evidenced</li> <li>g. Provision will minimise disruption to a pupil's education, enabling pupils to keep up with and complete their current curriculum, timetable and qualification route.</li> </ol>	Dorset Council Children's Services
2	Inclusion support	<p>For purchase by Dorset Council (where legal responsibility sits with the Council and Education Settings (where legal responsibility sits with the Education Setting)).</p> <p>Services to:</p>	<ol style="list-style-type: none"> <li>a. Targeted to meet specific identified needs and specific objectives, typically identified by a specialist assessor or a professional and part of a plan.</li> <li>b. High quality (i.e. which meets needs and delivers the required outcomes) targeted support to prevent exclusion and/or provide support needed to address behavioural issues. Provision may take a variety of forms however all must facilitate the prevention of exclusions or provide support to address behavioural issues enabling a return to the child or young persons' setting</li> <li>c. Delivered by high quality staff with suitable training, qualifications and experience</li> </ol>	Dorset education settings  Dorset Council

		<ul style="list-style-type: none"> <li>• support engagement in full time education</li> <li>• support behavioural and emotional challenges</li> </ul> <p>Must be able to deliver education responding to identified need, including SEMH needs (Social Emotional Mental Health) and provide complementary support in a time limited intervention to re-engage into the community and school setting.</p> <p>For children and young people in Reception to Year 11</p>	<p>d. Delivered face to face (not online)</p> <p>e. Service delivery will normally be away from the main school site where the learner is enrolled and take place during the extended school day (8am to 6pm, Monday to Friday).</p> <p>f. May be provided in schools to enable the setting to develop knowledge and skills to manage a child or young person's behaviours and needs and to support a successful return to a setting</p> <p>g. Expectation that limited to two terms, except where the child or young persons' needs require support beyond 2 terms and the offer can meet those specified needs and progress is evidenced</p> <p>h. Provision will minimise disruption to a pupil's education, enabling pupils to keep up with and complete their current curriculum, timetable and qualification route.</p>	Children's Services
3	Re-engagement	<p>For purchase by Dorset Council only.</p> <p>Service to facilitate a return to full time education or on into post 16 pathway, for example after a period of ill health or where there may be challenges in attendance at a setting.</p> <p>Must be able to deliver education responding to identified need, including SEMH needs (Social Emotional Mental Health) and</p>	<p>a. Provision may take a variety of forms to re-engage a child or young person in learning however all must facilitate a return to full time education or on into post 16 pathway</p> <p>b. Targeted to meet specific identified needs and specific objectives, typically identified by a specialist assessor or a professional and part of a plan.</p> <p>c. Delivered by high quality staff with suitable training, qualifications and experience</p> <p>d. The total teaching hours of the service provided may include a minor part delivered through remote teaching (i.e. teaching delivered online via for example Teams) where this is beneficial to the child, but only as part of a wider package of in person teaching for a child or young person, this must ensure a balance of activities which will support a successful return to full time engagement</p>	Dorset Council Children's Services

		<p>provide complementary support in a time limited intervention to re-engage into the community and school setting.</p> <p>For children and young people in Reception to Year 11, or 16 plus where this leads to a post 16 pathway</p>	<p>e. Expectation that limited to two terms, except where the child or young persons' needs require support beyond 2 terms and the offer can meet those specified needs and progress is evidenced</p> <p>f. Provision will minimise disruption to a pupil's education, enabling pupils to keep up with and complete their current curriculum, timetable and qualification route.</p>	
4	Teaching	<p>For purchase by Dorset Council only.</p> <p>Services to:</p> <ul style="list-style-type: none"> <li>provide teaching to meet identified needs in core subject delivery, GCSE, Functional Skills</li> </ul> <p>For children and young people in Reception to Year 11</p> <p>Or to Year 13 for young people with additional vulnerabilities or up to 25 for those with an EHCP</p>	<p>a. High quality teaching with learning experiences</p> <p>b. Targeted to meet specific identified needs and specific objectives, typically identified by a specialist assessor or a professional and part of a plan. Examples of this include support in relation to progress through Key Stages, preparation for GCSE exams or basic literacy and numeracy.</p> <p>c. Delivered by high quality qualified teachers (Qualified Teacher Status) with suitable training and experience to meet specific needs.</p> <p>d. Could take place in the child or young persons' home or a community setting, where appropriate to needs it should be a mix of locations with a focus on community locations to a support a return to mainstream education or into the community. Expectation that delivered during the normal school day, dependant on the needs of the child of young person.</p> <p>e. The service may include a minor element of virtual learning (online/electronic) where it has been identified that this best meets the needs of the child or young person and only as part of a wider package for a child or young person; this must ensure a balance of activities which will support a successful return to full time engagement.</p> <p>f. Part time, in addition to existing education provision, except in exceptional circumstances such as enabling a young person to complete their GCSEs or if EOTAS</p>	Dorset Council Children's Services



			<p>g. Length of placements determined by need providing progress is evidenced</p> <p>h. Provision will minimise disruption to a pupil's education, enabling pupils to keep up with and complete their current curriculum, timetable and qualification route.</p>	
5	Progress to settled adulthood	<p>For purchase by Dorset Council only.</p> <p>Services to:</p> <ul style="list-style-type: none"> <li>enable the young person to move into a settled adulthood through progress in their learning, which could include life skills and accredited qualifications</li> </ul> <p>Recognising that some young people need longer to complete their education and training</p> <p>For young people over the age of 16 and up to 19 (or up to the age of 25 for those most in need)</p>	<p>a. Targeted to meet specific identified needs and specific objectives, typically identified by a specialist assessor or a professional and part of a plan. This could for example be for a young person who is in care or who has an EHCP</p> <p>b. Delivered by high quality staff with suitable training, qualifications and experience</p> <p>c. High quality teaching and training with learning experiences which meet the specific needs and aspirations of the young person, and which include opportunities to enter the workforce, gain qualifications and make a positive contribution to their local community (such as support to join groups in their local community).</p> <p>d. Could take place in a variety of community based locations</p> <p>e. Length of placements determined by timeframe for qualifications providing progress is evidenced</p>	Dorset Council Children's Services

- 2.7 Such provision is focussed on children and young people making progress in their learning and moving onto their next step towards a settled adulthood. Within the defined Lots, the duration of service offered will vary depending on:
- the type of service
  - the needs of the child or young person
  - the agreement between the provider and referrer

Central to this will be the plan for the child which will have clear outcomes and timescales.

- 2.8 Where the child or young person remains 'on roll' at their setting, service delivery will normally be away from the main school site where the learner is enrolled and take place during the extended school day (8am to 6pm, Monday to Friday).
- 2.9 Children and young people should receive the same amount of education as they would receive in a maintained school.
- 2.10 Providers shall provide services within a locality, working in collaboration with locality and specialist teams within the Council such as Early Help (where the child has a Family / Targeted Youth Worker) and the SEND team (where the child has an EHCP) and other partners such as education settings (see para 1.6). This could include attending progress review meetings, providing reports, and supporting transition into / between settings.
- 2.11 The Council is reviewing the referral and placement process (the brokerage process) for alternative provision with the aim of improving timeliness, efficiency, and communication. It is envisaged this review will be completed by September 2022. Through this review timescales for Providers to respond to referrals will be confirmed; subject to this review Providers shall be expected to respond to referrals within 2 working days.
- 2.12 A referral process will be used to identify individual Alternative Provision Placements. All referrals for individual placements will be co-ordinated by the Brokerage Team and will include a referral form including, age, gender, needs and geography. The referral form will include which lot the referral is being made under. Referrals are sent electronically to the Providers on the identified lot, together with any supporting documentation, such as EHCP, Annual Review or Care plan (where applicable).
- 2.13 Offers of placement will be made by completing an expression of interest and will make reference to the Standard Weekly/Hourly fee (as appropriate) as provided in the tender submission.
- 2.14 Individual placements will be made on the basis of the best match to meet the needs of the individual child or young person, the geographical location and the price in that order (refer to Call-Off Award Criteria). All placement decisions are made in line with Dorset Council scheme of delegation.
- 2.15 The Individual Placement Agreement, completed by the Brokerage Team, will form the Contract between the Provider and the Council and will detail specific services and costs for each individual child or young person. The price for a placement is agreed at point of Call Off from the Framework. The Provider shall not go above the price set out in Framework (the Provider's tender "Offer" as accepted and awarded).

2.16 The Council shall award a Call-Off Contract, individual placement, or Block Contract, based on the following criteria per Lot and on the terms laid down in the Framework Agreement. In respect of individual placements the following criteria shall be applied:

Provider’s suitability to meet an individual child’s needs

Provider location

Price (best value)

The Council reserves the right to direct award under exceptional circumstances.

### 3. Specific standards and targets for the service

#### Outcomes

3.1 The Council’s [Children, Young People and Families Plan 2020-2023](#) sets out the seven outcomes for all children and young people:

Table 2: CYPP Outcomes

Outcome	Where provision supporting progress and inclusion will contribute
Have the best start in life	
Are safe from harm and have the help they need	✓
Have a settled and happy education that means they can achieve their full potential	✓
Have healthy and active lives	✓
Are prepared for adult life	✓
Feel they can have their say and are listened to	✓
Enjoy growing up in Dorset	✓

3.2 Across all children and young people, the Council is seeking improved educational outcomes:

- a. a reduction in the overall number of temporary and permanent exclusions
- b. reduction in repeat exclusions
- c. reduced length of time for exclusions
- d. support Education, Health and Care Plan (EHC plan) outcomes
- e. successful pathways back to mainstream school or progression of young people into and in post 16 opportunities
- f. good educational attainment with specific personal, social and academic needs of children and young people met in order to help them overcome barriers to attainment

3.3 The outcomes to be achieved for each individual child or young person will be specific to their needs, aspirations, and circumstances. However, young people, parents and carers have told us the outcomes below are important to them and should be achieved:

- a. improved motivation and self-confidence, attendance, and engagement with education
- b. successful and sustainable return to mainstream education, further education, training or employment
- c. relationships with school peers are maintained (where appropriate) or developed
- d. relationships with staff at the setting the child or young person will return to are maintained or developed
- e. a trusting relationship is developed between staff, the child or young person and their parent/carers
- f. the child or young person engages and progresses their education through a range of learning experiences, tailored to their needs and aspirations; with links made to the setting they will return to
- g. The child or young person feels valued for who they are and they have a sense of accomplishment
- h. The child or young person is in a safe environment and they also feel safe

### **Child centred planning**

- 3.4 When services are commissioned by the Council or Education Settings, Providers shall work collaboratively with the commissioner (the referrer) to meet the identified outcomes sought for the children and young people placed.
- 3.5 The specific expected outcomes sought for a child will be included in the referral. These will be confirmed at the Placement Planning Meeting and included in the Individual Placement Agreement (IPA).
- 3.6 When services are commissioned by the Council or Education Settings, Providers must hold an initial meeting with the referrer to baseline a child or young person's position to ensure their needs can be met and measured.
- 3.7 The Provider will ensure that no provision is started without the relevant paperwork, information and agreement from the referrer being in place.
- 3.8 The Provider will ensure that all staff working with a child or young person have read and understood all documentation and data relevant to the provision offered which may include:
  - a. SEND paperwork (Education Health and Care Plan)
  - b. Children in care (CiC)/children looked after (LAC) liaison and paperwork
  - c. Safeguarding documentation
  - d. Risk assessments
  - e. Medical Information
- 3.9 Where a child has an Education Health and Care (EHC) Plan, the Provider will work to Section F of the child's plan and the outcomes identified within their plan. The referrer will share necessary information with the provider.
- 3.10 The referrer will hold an overarching plan for the child or young person for which they are responsible, to include:
  - a. the needs of the child or young person
  - b. the teaching, inclusion and re-engagement activities to be provided

- c. how the activities will enable a successful return to full-time education and how it will be evidenced that a child or young person can return to their setting or move onto their next step
- d. how the child or young person is prepared for their next steps according to their age and stage.

3.11 Within this overarching plan, the Provider will set out an outcome based and person-centred plan for their delivery of alternative education provision for the child, to be jointly agreed with the referrer. It will be developed by expert professionals with high standards and high expectations of achievement for the child or young person.

3.12 The alternative education provision plan for the child or young person will have:

- a. clear start and end arrangements
- b. timelines for transition
- c. targets to be achieved

3.13 The alternative education provision plan for the child or young person should be based on an effective assessment of need, which:

- a. is holistic
- b. establishes the level of need and dimensions or risk to be addressed
- c. is linked to appropriate interventions, the right children and young people on the right programmes
- d. can help to engage children and young people
- e. involves parents and carers
- f. is responsive to changing needs or circumstances

3.14 In the exceptional situation that a child or young person only attends an Alternative Provision, which will be for a time limited period only, the Council requires that the Provider shall carry out the Annual Review. If the child or young person remains on roll at a school (section 9.173 of SEND Code of Practice), the Council requires that the school carry out the annual review and invite the Provider to provide a full report and/or attend, the Provider shall provide a full report and/or attend.

3.15 During the placement if the Provider identifies that the child or young person has:

- a. a new need which is not related to their identified need(s), or
- b. a level of need significantly greater than identified by the referrer

The Provider shall raise this with the Brokerage Service if the Council is the commissioner, or the Education Setting if an Education Setting is the commissioner, to discuss and agree the action to be taken.

3.16 Providers shall attend additional meetings to those described elsewhere in the specification at reasonable notice at the request of either the Council, as the commissioner or the Education Setting, if an Education Setting is the commissioner.

## **Provider requirements**

3.17 The Provider shall maintain effective and regular communication with the identified referrer for a child or young person, throughout the period in which a child or young person is

accessing their Service, as defined by the referrer taking into account the length of the placement and needs of the child or young person.

3.18 The Provider shall alert the referrer and school on the same day about non-attendance or serious incidents and give weekly updates on progress against the child or young persons' plan. This is in addition to reporting requirements as set out in section 4 (monitoring arrangements).

3.19 If a Provider identifies a child or young person is at risk, the Provider shall raise this with the relevant referrer and/or Children's Advice and Duty Service ([ChAD](#)).

3.20 The Providers shall have internal procedures consistent with the procedures and pathways of the [Pan-Dorset Safeguarding Children Partnership](#) and the statutory guidance for schools and colleges on safeguarding children and safer recruitment.

3.21 Under Lot 1 all Providers shall be, and maintain for the period of the Framework, an Ofsted registered school.

- [Ofsted - Independent School Registration Guidance](#)
- [Ofsted - Independent School Standards Guidance](#)

3.22 Under all Lots, all Providers:

- a. Shall deliver the services to at least the standards set out by the Provider in the tendering process.
- b. Shall ensure consistency of staff within the service to support continuity for students and integrated working with partners. The Provider shall notify the referrer of any proposed change to consistency of staff for agreement by the referrer. Such changes will only be agreed in exceptional circumstances, e.g., a member of staff leaving the employment of the Provider.
- c. Volunteers shall not be the prime or predominant means of delivering the service to the child or young person.
- d. The Provider shall take an outcomes-based approach and have in place monitoring systems to report progress for each child or young person.
- e. The Provider shall take an outcomes-based approach and have in place monitoring systems at the service level to report against the following key performance indicators termly:

Table 3: Performance framework

Outcome	Indicator	Method of recording and reporting	Figure
1. Improved attendance – all students	Termly attendance for all students for the period	Performance reporting  Contract monitoring meetings	Number of sessions per term and year to date total  90% > attendance

2. Improved engagement in learning – all students	Provider scores of all students	Performance reporting Contract monitoring meetings	% of students with scores (1 or 2 outstanding or good) *
3. Improved engagement in learning – individual students	Provider engagement scores of individual students	Performance reporting Contract monitoring meetings	95% > students score has improved since last report *
4. Students progress in their learning and are meeting their outcomes – all students	Provider progress scores of individual students	Consistent performance is demonstrated through performance reporting	% of students with scores (1 or 2 outstanding or good) *
5. Achievement of qualifications (where applicable)	Academic, life skills and vocational qualifications attained	Evidence of impact of provision is demonstrated and progress through performance reporting  Contract monitoring Meetings	For students in Year 10 an average number of accreditations attained per student for functional skills: -At Entry Level 1&2 -At Entry Level 3 -At Level 1 -At Level 2  For students in Year 11 an average number of accreditations attained per student for functional skills: -At Entry Level 1&2 -At Entry Level 3 -At Level 1 -At Level 2
6. Evidence of impact of procedures and policies	Procedures and policies reflect impact	Quality Assurance Assessment	The provider will evidence impact against procedures and policies
7. Successful re-engagement in main school	The Provider shall have appropriate system(s) for capturing these outcomes and will be able to demonstrate progress. Evidence may include pupil voice, two-way feedback with placing school, observations, work scrutinise, self-evaluation as well as recognised	Performance reporting	The provider will demonstrate progress against these outcomes during performance reporting.
8. Improved emotional well-being and resilience		Performance reporting	
9. Learners are safe and feel safe  <ul style="list-style-type: none"> <li>• Safeguarding</li> <li>• Health and Safety</li> </ul>		Self-audits	

10. Improved employability, social skills and life skills	methodologies for measuring progress. The performance data on these outcomes will detail both aggregated and individual student outcome achievements. Student records relating to these outcomes will need to be up to date and made available to the council at, or in advance of, performance reporting.	Self-Audits  Case studies	
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\* See Appendix B Engagement and Learning

3.23 The Provider will be working with vulnerable children and young people who at times could be at considerable risk. The Provider shall have, and maintain for the period of the Framework, a safeguarding policy and effective practice, which protects children and young people from abuse and other risks including child sexual exploitation and radicalisation. Such policy and practice must be consistent with:

- a. [Pan-Dorset Safeguarding Children’s Board Procedures](#)
- b. [Pan-Dorset Safeguarding Children’s Partnership guidance](#)
- c. [Dorset Safeguarding Adults Board guidance](#)
- d. [Keeping Children Safe in Education 2021](#)

3.24 Staffing levels, ratios to students, roles, skills, and qualifications are required, for the period of the Framework, remain in line with those submitted in the Provider’s tender “Offer” as accepted and awarded.. Agreement must be sought from the Council for any changes to staffing structures and numbers.

3.25 The service shall be managed by the Provider who is responsible for:

- a. the operation and delivery of the service
- b. supervision and management of staff and volunteers
- c. statutory and other training of staff (and volunteers if relevant / appropriate)
- d. monitoring, evaluation and reporting of the service

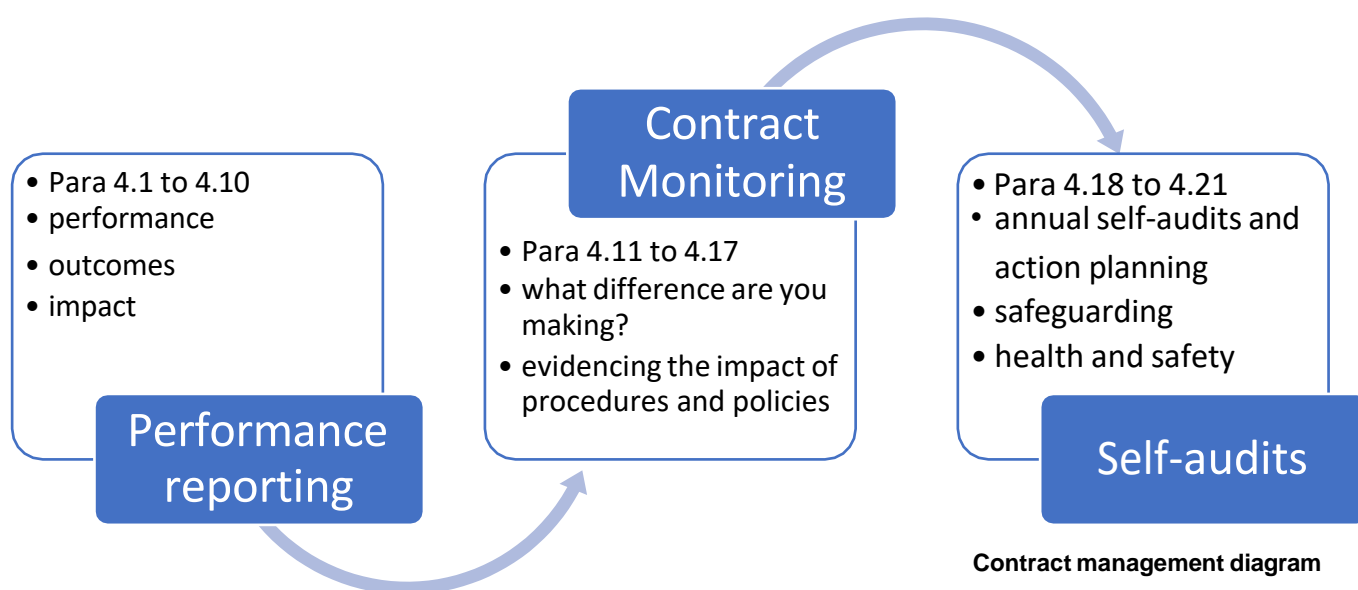
3.26 The Provider will pay staff and volunteer travel and subsistence expenses in relation to delivering the Service. Transport used must be:

- a. appropriate to the needs of the child or young person
- b. risk assessed and a travel policy is in place
- c. adheres to all the legal and insurance requirements
- d. ensure all drivers hold a valid driving license.
- e. regular repair and maintenance of vehicles
- f. comply with current DVLA regulations with regard to transportation of school age children. This relates to, but is not limited to, MOT standards and service periods.



## 4 Monitoring arrangements

Table 4: Contract monitoring cycle



### Performance reporting

- 4.1 The Provider shall have a system of record keeping enabling individual/child level and service level data for reporting and aggregated data for students covering:
- surname, forename, date of birth, gender, ethnicity, sexual orientation, religion and postcode
  - timetabled total weekly hours
  - percentage attendance
  - engagement in learning
  - progress towards outcomes
  - progress in learning appropriate to the service's activities
  - qualifications/exams entered and attained (if applicable)
  - equalities groups in line with Equality Act 2010
  - student and parent/carer satisfaction with the service
  - complaints and compliments received
  - safeguarding
  - behaviour, safety and well-being
  - barriers to progress encountered and the impact of solutions implemented
  - summary of joint working with other partners and services in the locality and the impact of such work
- 4.2 The Provider shall provide regular feedback to the referrer and provide a report on each child, to be sent to the referrer, summarising:
- how the child's/young person's needs are being met
  - how well they are being met including engagement and attendance
  - specific outcomes achieved including progress in learning and whether on track

4.3 Monitoring will ensure services delivered by the Provider are designed to achieve the outcomes detailed in 3.1 to 3.3 and against the KPIs set out in 3.22.

4.4 Upon being accepted onto the Framework all Providers shall provide details of:

- a. every site they operate from
- b. off-site learning e.g., outings and activities

Providers shall also notify the Council, immediately, of any new sites being considered or changes to sites (including where new placements are made by Dorset Council).

4.5 Providers shall compile termly reports, these will include data on:

- a. number of children supported per locality (1.6) with a breakdown of children with an EHC plan and in care
- b. commissioners (Dorset Council or schools)
- c. outcomes and impact

4.6 Upon request, Providers shall produce case studies to evidence impact and outcomes.

4.7 The Council reserves the right to carry out case audited independently to assess impact and outcomes.

4.8 The Council reserves the right to modify reporting requirements across the period of the framework or as a response to critical incidents or performance concerns. This includes stipulating the frequency of reporting.

4.9 If a placement ends or a student is excluded, providers shall immediately (on the same day) notify:

- a. the referrer
- b. the school (who may also be the referrer)
- c. the Council's contracts manager
- d. parents/carers

4.10 Providers shall have a complaints policy, procedures and a log. Information on complaints may be requested by the Council.

### **Contract monitoring**

4.11 To ensure quality, good value and outcomes, the Council, referrers and Providers are responsible for monitoring the effectiveness and quality of the services provided in accordance with the Framework terms and conditions and this service specification.

4.12 The Council will arrange termly contract monitoring meetings with Providers.

4.13 At least one meeting in an academic year will take place at the Providers site. If the Provider doesn't have a site, alternative arrangements will be decided according to the type of provision.

- 4.14 The Council will assign a named contract manager for Providers who will organise the contract monitoring meetings. The agenda for the contract monitoring meetings will include:
- a. outcomes achieved and performance (based on reporting as set out in Table 3 above)
  - b. upcoming referrals
  - c. progress of individual children and young people (impact)
  - d. evidence of child centred planning
  - e. safeguarding (including allegations)
  - f. health and safety
  - g. case studies
  - h. feedback from referrers
  - i. other contract compliance e.g. policies, insurance, data protection, equality etc
- 4.15 During the site visits the Council will review the Providers documentation, self-audits (4.18 – 4.21) and evidence of children and young people’s progress. This may lead to the development of a service improvement action plan. Providers shall positively engage with this process and provide information upon request in a timely manner
- 4.16 If a concern is raised e.g. by Ofsted, a school, another professional or a parent/carer, the Council has a statutory duty to make enquiries. This may also lead to a site visit and the Provider shall facilitate and be available for a site visit in a timely manner. For serious concerns that are upheld, contract Clause 30 will be adhered to.
- 4.17 Schools will manage their own Call-off from the Framework, and satisfy themselves a placement is safe and suitable. They will also address any quality or safeguarding concerns with Providers. The Council will supply schools with guidance and a checklist, or they may have their own processes.

### **Self-audits**

- 4.18 To keep children safe, Providers shall follow Dorset Council’s Commissioned Service’s Safeguarding Standards (appendix A), which includes requirements to follow:
- [Pan-Dorset Safeguarding Children Partnership \(PDSCP\) policies and procedures](#)
  - [Keeping Children Safe in Education \(KCSiE\)](#)
  - [Working Together to Safeguard Children 2018](#)
- 4.19 Providers shall incorporate into their policy and procedures any updates to guidance in 4.18. Providers must also register to receive [updates on the PDSCP policies and procedures](#). It’s also recommended that safeguarding leads sign-up for the [PDSCP newsletter](#).
- 4.20 Providers who are accepted on the framework must complete the following online audits by 31 August 2022 (Links to the audits will be sent to successful providers in their contract award letters):
- a. safeguarding audit
  - b. health and safety audit
- 4.21 For both audits listed in 4.20:

- a. providers on the framework will be required to complete them annually, or more frequently following any incidents or concerns raised, and each time a new site or method of service delivery is used
- b. providers must implement actions identified in the audits in a timely manner to address any identified gaps

### **Ofsted registered schools – Lot 1 only**

In addition to the scheduled process, the following monitoring activity will be undertaken.

- 4.22 Providers will conform to current regulations regarding registration with the Department of Education as a school (or other education provider) and will follow the guidance and expectations set out in the relevant Ofsted framework (see 3.21).
- 4.23 Providers will send the results of any Ofsted inspection to the Council and any commissioner on the day of receipt of the published report.
- 4.24 If Ofsted judges the Provider to be 'requires improvement' or 'inadequate' in relation to any elements of the inspection, the Provider will engage with the Council's contract manager in developing the action plan for making required improvements. At a minimum, the Provider will invite the contract manager to an immediate meeting.
- 4.25 If Ofsted judges the Provider to be 'requires improvement' or 'inadequate' in relation to any elements of the inspection, the Council or other commissioner may choose to remove children and young people with immediate effect. For serious concerns that are upheld, contract Clause 30 shall be adhered to.
- 4.26 The Provider will be expected to work with the Council to resolve all of the issues identified within the Ofsted published report. The Provider will communicate with other referrers and parents/carers on progress.

### **Monitoring individual children**

In addition to the scheduled process, the following monitoring activity will be undertaken.

- 4.27 The specific expected outcomes sought for a child will be included in the referral. These will be confirmed at the Placement Planning Meeting and included in the Individual Placement Agreement (IPA) and all other child's Care Plans including the following plans:
  - a. Looked After Child /Children in Care plan (CIC)
  - b. Child Protection Plan (CPP)
  - c. Children in Need plan (CIN)
  - d. Team Around the Family Plan (TAF)
  - e. Meetings Around Child Exploitation (MACE)
  - f. Education Health and Care Plan (EHCP)
- 4.28 The Provider shall contribute to the on-going contract monitoring and performance information to demonstrate how the child or young person's needs are being met and outcomes achieved.

4.29 The Provider must keep clear, accurate and regular assessments for each child or young person, including records of progress and attainment to be shared with the referrer.

END