

Appendix 2

London Borough of Southwark

Alternative Education Provision

Specification

May 2021

Glossary of Terms

AP:	Alternative Education Provision
Authorised Officers:	Southwark Council Commissioner Southwark Council EHCP Co-ordinator Southwark Council Case Officer Southwark Council AP Manager
The Council:	London Borough of Southwark
DfE:	Department for Education
EAL:	English as Additional Language
EHCP:	Educational Health & Care Plan
IEP:	Individual Educational Plan
LAC:	Looked After Children
PEP:	Personal Educational Plan
QA self-assessment:	Quality Assurance Self-Assessment
SEMPH:	Social, Emotional, Mental Health and Physical Needs
SEND:	Special Education Needs and Disability

Contents

1. BACKGROUND.....	6
2. OBJECTIVES.....	6
THIS SERVICE SPECIFICATION, IN CONJUNCTION WITH THE CONTRACT TERMS AND CONDITIONS AND OTHER SUPPORTING DOCUMENTS WHICH FORM THIS CONTRACT, DEFINES THE COUNCIL'S REQUIREMENTS FOR SERVICE PROVIDERS INTENDING TO PROVIDE THIS SERVICE.	
2.1 PROVIDERS MUST BE ABLE TO MEET THE CURRENT EDUCATION NEEDS OF YOUNG PEOPLE OF STATUTORY SCHOOL AGE WHO ARE REFERRED TO THEM BY SOUTHWARK'S ALTERNATIVE PROVISION ("AP") TEAM. THE OBJECTIVES OF PROVISION ARE:	6
3. SERVICE SPECIFIC REQUIREMENTS	9
4. WHEN IS THE SERVICE REQUIRED?	9
5. SERVICE LOCATION	9
6. SERVICE: PROVIDER REQUIREMENTS.....	10
7. RESOURCES TO BE SUPPLIED BY THE PROVIDER.....	11
8. RESPONSIBILITIES OF THE COUNCIL.....	11
8.1 IN PLACING PUPILS WITH THE PROVIDER, THE COUNCIL WILL:	11
8.2 AUTHORISED OFFICER.....	12
9. WORKING TOGETHER	13
9.1 BOTH THE PROVIDER AND THE COUNCIL WILL NOMINATE AN APPROPRIATE MEMBER OF STAFF TO ACT AS THE KEY CONTACT AND COORDINATOR FOR PLACEMENTS.....	13
9.2 INDIVIDUAL PUPIL CONCERNS SHOULD BE RAISED WITH THE COUNCIL, ONCE THE PROVIDER HAS EXPLORED ITS OWN, INTERNAL MECHANISMS FOR PUPIL SUPPORT.....	13
9.3 THE COUNCIL WILL WORK WITH THE PROVIDER SHOULD DISCIPLINARY PROCEDURES RELATING TO A PUPILS BEHAVIOUR NEED TO BE INVOKED.....	13
IN ADDITION, THE PROVIDER AND THE COUNCIL WILL WORK IN PARTNERSHIP:	13

9.4	<u>THE PROVIDER WILL IMMEDIATELY, WITHOUT DELAY, RELAY ANY CHILD PROTECTION OR SAFETY CONCERNS TO:</u>	<u>13</u>
9.5	<u>THE PROVIDER WILL SUBMIT ALL SAFEGUARDING REFERRALS TO THE SOUTHWARK MULTI AGENCY SAFEGUARDING HUB (MASH) – CONTACT DETAILS BELOW:</u>	<u>13</u>
10.	<u>RECORD KEEPING</u>	<u>14</u>
11.	<u>BUSINESS CONTINUITY</u>	<u>14</u>
12.	<u>DURATION OF SERVICE</u>	<u>14</u>
13.	<u>SERVICE CHANGES</u>	<u>14</u>
14.	<u>LEGISLATION, POLICIES AND PROCEDURES</u>	<u>14</u>
15.	<u>STATUTORY GUIDANCE</u>	<u>15</u>
16.	<u>BUSINESS, EMPLOYMENT AND STAFFING PRACTICES</u>	<u>15</u>
17.	<u>WORKFORCE</u>	<u>16</u>
18.	<u>ACCESS, REFERRAL AND PLACEMENT</u>	<u>16</u>
18.1	<u>WHO WILL ACCESS THE SERVICE?</u>	<u>17</u>
18.2	<u>REFERRAL PROCESS</u>	<u>17</u>
18.2.1	<u>ALTERNATIVE PROVISION TEAM WILL SUBMIT PUPIL REFERRAL FORMS, RISK ASSESSMENT AND OTHER RELEVANT DOCUMENTS TO THE PROVIDER.</u>	<u>17</u>
18.2.2	<u>ONCE THE ASSIGNMENT IS AGREED THE PROVIDER WILL BE REQUIRED TO SUBMIT INFORMATION ABOUT THE SKILLS AND EXPERIENCE OF THE PROPOSED STAFF</u>	<u>17</u>
18.2.3	<u>ONCE AGREED, THE PROVIDER SHALL DELIVER PROVISION AT THE SUBMITTED TENDERED RATE, UNLESS OTHERWISE AGREED.</u>	<u>17</u>
18.2.4	<u>THE PROVIDER WILL MAKE DIRECT CONTACT WITH THE PARENT TO SET UP THE PROGRAMME.</u>	<u>17</u>
18.3	<u>PLACEMENT REQUIREMENTS</u>	<u>17</u>
19.	<u>PARTNERSHIP WORKING</u>	<u>17</u>

20.	<u>SAFEGUARDING / CHILD PROTECTION.....</u>	<u>18</u>
21.	<u>MOBILISATION AND TIMING</u>	<u>18</u>
22.	<u>EXPECTED OUTCOMES</u>	<u>18</u>
23.	<u>QUALITY ASSURANCE AND PERFORMANCE STANDARDS.....</u>	<u>19</u>
24.	<u>SOCIAL VALUE AND ETHICS</u>	<u>20</u>
25.	<u>EQUALITY & DIVERSITY</u>	<u>20</u>
26.	<u>HEALTH & SAFETY.....</u>	<u>21</u>
27.	<u>CALL OFF PROCEDURE.....</u>	<u>21</u>
	<u>APPENDIX 1: PRIMARY (KEY STAGE 1 & 2) - ONE-TO-ONE OR SMALL GROUP PROVISION AT HOME AND IN THE COMMUNITY, AND SEND.....</u>	<u>23</u>
	<u>APPENDIX 2: SECONDARY (KEY STAGE 3 & 4) - ONE-TO-ONE OR SMALL GROUP PROVISION AT HOME AND IN THE COMMUNITY, AND SEND</u>	<u>24</u>
	<u>APPENDIX 3: ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)</u>	<u>25</u>
	<u>APPENDIX 4: ONLINE PROVISION.....</u>	<u>26</u>
	<u>APPENDIX 5: PERFORMANCE MANAGEMENT FRAMEWORK.....</u>	<u>27</u>

Southwark Council Alternative Education Provision

Service Specification

1. Background

- 1.1 Southwark Council is commissioning Alternative Education Provision (*hereon referred to as 'AP'*) for children and young people for whom the Council have statutory responsibility.
- 1.2 The Council is seeking AP providers who are able to strengthen and improve outcomes for vulnerable children and young people, by ensuring access to high quality alternative education provision.
- 1.3 The Council currently commissions AP via various routes and is now seeking to ensure a higher degree of accountability, consistency, transparent processes and to support collaborative working.
- 1.4 This contract establishes provision across four distinct 'Lots' that includes:
 1. One to one and small group (2 – 4 pupils) provision for Key Stage 1 and 2
 2. One to one and small group (2 – 4 pupils) provision for Key Stage 3 and 4
 3. English as an Additional Language (EAL), specialist provision and
 4. Online 'virtual' teaching for both primary and secondary school age children.
- 1.5 AP is available for children of compulsory school age, where mainstream or specialist schools do not meet full educational requirements for a wide range of reasons which can include:
 - Permanent or fixed period exclusion
 - Health reasons – including social, emotional, mental health and physical needs
 - Where a child is awaiting placement in a mainstream school
 - Interim or supplementary education for a LAC
 - A child with Special Educational Needs and Disabilities (SEND) and a suitable school is not immediately available
- 1.6 This procurement process intends to create a framework of pre-qualified providers enabling placements to be made within or outside of the borough, depending on the individual geographical requirements of each child.

2. Objectives

This Service Specification, in conjunction with the Contract Terms and Conditions and other supporting documents which form this contract, defines the Council's requirements for service providers intending to provide this service.

- 2.1 Providers must be able to meet the current education needs of young people of statutory school age who are referred to them by Southwark's Alternative Provision ("AP") Team. The objectives of provision are:

- To provide all referred pupils with rigorous and high quality teaching as an alternative or supplement to a mainstream curriculum
- To offer children and young people who require an alternative to mainstream education a creative and engaging opportunity to re-join the world of education
- To support and raise the attainment of all pupils to ensure that they achieve at the highest level possible
- To raise the aspiration of all referred pupils
- To meet both the learning and personal development needs of individual pupils
- To work towards successful reintegration back to mainstream education or the most suitable next step in education
- For all KS4 pupils, to work towards successful transition to education, employment, or training post-16.

Additionally, where applicable:

- To enable KS4 pupils arriving from overseas to develop a functional level of spoken and written English, to acquire accredited outcomes and support these pupils in adapting to education and life in England
- To use specialist strategies to enable children and young people with behavioural and mental health needs to develop the skills necessary to manage within the educational system.
- To meet, or support the meeting of, the requirements of a pupil's educational needs as laid out in their Education Health and Care plan.

2.2 All pupils must receive a good education, regardless of their circumstances or the settings in which they find themselves. Providers must embrace the ethos that, *“Good alternative provision will meet the needs of the pupils and enables them to achieve good educational attainment on par with their mainstream peers”*. This service will provide good quality educational provision that ensures learners make academic progress and supports real and sustained progression.

2.3 Service providers will be expected to ensure that the following outcomes, are delivered:

2.3.1 High Quality Provision

- All children are accessing high quality alternative education that supports positive outcomes, in a safe environment, with an emphasis on pupils being provided with the opportunities to achieve effective appropriate and measureable outcomes to enable children to feel more in control, have the ability to engage with education, and have opportunities to achieve including socially to bridge the gap in education and to gain accreditations e.g. GCSE's, Art awards, vocational skills.
- Tuition programmes are co-ordinated and overseen by qualified teachers. Assessments, regular progress reviews and effective record keeping inform teaching and learning.
- Good academic attainment on par with mainstream/special schools – particularly in English and Mathematics and science (including IT) with appropriate accreditation and qualifications.
- Broad and balanced curriculum (including appropriate challenge and rigor), suitable adapted to cohort needs – personalisation and differentiation to support all learners to make good progress.
- Equity of access to provision, including exams, SATs.

2.3.2 Meeting social, emotional, mental health and physical needs (SEMPH)

Learners SEMPH needs are identified at the right time and appropriate support put in place with measureable outcomes including:

- To enable children and young people with behavioural difficulties to develop the skills necessary to better manage their own behaviour (both within the educational system and wider society).
- To meet, or support the meeting of, the requirements of a pupil's EHCP where appropriate.
- Building self-esteem, self-confidence and other key aspects such as self-discipline and the ability to work positively with a range of people and employability skills.
- Improved pupil motivation and self-confidence, attendance and engagement with education, with an emphasis on pupils being provided with the opportunities to achieve effective appropriate measureable outcomes to enable children to feel more in control, have the ability to engage with education, and have opportunities to achieve including socially to bridge the gap in education.

2.3.3 Attendance & Behaviour

The provider will be required to contact the local authority immediately regarding any young person whose attendance, behaviour or progress is causing concern:

- Report non-attendance on day one to a member of the virtual school
- Implement the your Attendance Policy
- Submit timely referrals to the Education Welfare Service for all persistent absentees, monitoring and tracking the progress of that referral (In partnership with the your allocated case officer)
- Report any Children Missing Education immediately
<http://www.southwark.gov.uk/schools-and-education/schools-in-southwark/children-missing-from-education>

The Provider will ensure the following is adhered to in relation to behaviour management:

- As the fee payer, the Local Authority should be notified immediately if the Provider wishes to 'return the pupil to the LA duty' The Provider cannot use the term 'fixed or permanent exclusion' in such cases.
- If considering delivering education 'Off Site' as part of behaviour or risk management, this must be done in consultation with the Local Authority prior to its commencement.
- Any agreed 'Off Site' arrangement must be risk assessed fully by the Provider and in consultation with the Local Authority prior to commencement. Copies of risk assessment should be made available at the Local Authority's request.
- To write to parents with information related to any period off site detailing; reasons, time frame and any review meetings.
- Compliance with the DfE statutory guidance in relation to attendance and behaviour

2.3.4 Progress

Learners show progress against Individual Educational Plan (IEP) / Personal Educational Plan (PEP)

2.3.5 Reintegration and Transitions

Learners are successfully supported and prepared for transitions.

2.3.6 Compliance with Strategic objectives

Compliance with the Councils 'Borough Plan' to meet the broader strategic objectives set out [here](#).

3. Service Specific Requirements

What is the service?

- 3.1 The services contained within this specification are intended to address a need for educational activities and support to deliver outcomes for children and young people in the London Borough of Southwark.
- 3.2 The specification comprises four services, referred to as 'Lots' (see *Table 1*) offering a range of alternative education provision, supporting wherever appropriate, transition back into school or into employment.
- 3.3 The service/s should be sufficiently responsive to enable the local authority to meet its statutory duty to ensure full access to relevant education provision from the 6th day following a permanent exclusion, or access to full time education for LAC.

Table 1. Services contained within the procurement framework

Lot Ref	AP Provision	Description	Service Description
1	Primary (Key Stage 1 & 2)	Meeting the needs of Children and Young People who require one to one provision or small group provision at home or in the community via One to one or small group provision. Includes SEND	Appendix 1
2	Secondary (Key Stage 3 & 4)		Appendix 2
3	English as an additional language	Supporting pupils to develop proficiency in English alongside curriculum learning.	Appendix 3
4	Online Provision	Meeting the needs of Children and Young People who will be taught through online for Key Stage 1 to 4. Pupils should receive their lessons via a virtual teacher, who is an experienced specialist teacher	Appendix 4

4. When is the service required?

- 4.1 Wherever possible providers should endeavour to ensure that their academic year is in line with the time table and school holiday patterns of the local authority.
- 4.2 Providers must send an academic calendar to the local Authority prior to the commencement of each academic year and notify of any timetable changes, or any variations during the academic year.

5. Service location

- 5.1 Children and young people accessing AP will be those who are the statutory responsibility of the Council. Placements may therefore be made within or outside of the borough.

6. Service: Provider requirements

6.1 Timetables should be structured for delivery of full-time provision, (pro rata for part time provision), in line with Southwark's academic calendar.

6.2 Provider must start pupil induction on the day of enrolment which should include, where relevant, the following:

- Welcome to the learner and parent/guardian
- Site orientation
- Intro to peer/parental support if available, (including pastoral care)
- Induction and welcome pack (which must include term dates)
- Expectations on behaviour, attendance and dress code, (include acceptable use of mobile phones/devices)
- Health and safety practice including information on site evacuation
- How and to whom they raise safeguarding concerns

6.3 Within ten school days of enrolment the Provider must:

- Conduct an assessment to determine learners' academic ability, establishing a baseline from which progression targets must be set. Targets to be informed by content of referral documents.
- Conduct assessments to determine the learners' and social and emotional needs and potential barriers to achievement of outcomes. Identified needs to be informed and by content of referral form, any information provided by the Authorised Officer and any information gathered by the Provider.
- Produce an Individual Education Plan (IEP) informed by the assessments above which involves the, individual learner, where appropriate parents/guardians, other service providers and Authorised Officers.

6.4 Provider should ensure, where applicable, the following:

- Information communicated is accessible to the learner/parent/guardian in terms of content and method of communication.
- A minimum of 20 hours per week, (four hours per day), to be directed learning that is, supported by the physical presence of a teacher/tutor – pro-rata for part-time placements. Any exceptions to this to be prior agreed with the Council
- Half termly one to one supervision sessions (as a minimum requirement) with learner(s) to review and discuss IEP as part of the Provider's systematic monitoring of learner progress.
- On the day that they are released, provider must communicate all exams results achieved by learner to Authorised Officer, Corporate Parent and relevant Virtual school where applicable.
- Learners are able to access written confirmation of their exam results as soon as they are released.
- Providers should make themselves available, with reasonable notice, outside of the allocated contract review meetings, should either party determine it necessary to discuss issues/concerns or matters relating to the provision of the learner/s".
- Attendance at partnership meetings to support the learners' progress, social, emotional, mental health and physical needs as identified in the IEP.
- Pupil, parents/carers and the local authority are provided with all relevant programme details i.e. start date, term dates, whom to contact, timetables and exam board syllabus at the start of the programme and if there are changes.

- That all tutors use a standardised method of initial assessment that includes clear documentation and allows for the identification of learning support that may be needed.
- Provision of a structured programme of learning, with clear aims, objectives and methods, leading to a nationally recognised qualification or successful re-integration to school this should be in the form of an Individual Learning Plan (ILP)
- Age-appropriate and up to date teaching and learning resources, tools, equipment and materials are available for use in all teaching situations
- An identified person to be available for day-to-day support
- Progress is monitored and termly written reports to be forwarded to the parent/carer and discuss with the pupil at least once per term.
- That accreditation costs are met within the providers charged fee or consult with the Local Authority if additional costs need to be met in advance of arranging examinations
- A clear post-16 progression route to education, training or employment with training adhering to the Department for Education statutory guidance for delivering Careers Information Advice and Guidance (CIAG).

7. Resources to be supplied by the Provider

- 7.1 The Provider will ensure access to the tools, equipment and learning resources required for all areas of the learner's programme, including personal safety equipment, as appropriate. The Provider will provide training to learners in the use of any safety and other equipment and undertake risk assessments, as necessary.
- 7.2 Where provision is delivered within a community setting, as opposed to within the learners home, learners should be provided with an area where they can have their lunch and which is accessible during break times. The provider will be responsible for ensuring that this area is appropriately supervised during these times. Learners must be made aware that they are to remain on the provider's premises during breaks and lunchtimes, as appropriate. If in the community, then as part of the provider securing a premises for tuition, they will also need to identify such a place for meals.
- 7.3 The provider must ensure that they have and maintain appropriate insurance cover (e.g. public liability, employer liability, building insurance etc.). The provider will supply documentary evidence of insurance cover on request to the local authority or as part of the quality assurance process.
- 7.4 The Provider and the local authority acknowledge that the needs, requirements and views of pupils and their parents/carers will be at the forefront of service development and delivery
- 7.5 The Provider will be committed to producing visible follow-up on ideas and proposals from pupil parent/carer involvement through termly review meetings with the local authority and (upon request by the local authority) by annual evaluation of service provision

8. Responsibilities of the Council

- 8.1 In placing pupils with the Provider, the Council will:
- Remain the responsible body for the education and welfare of the young person. If the child is on the role of a school they will take the lead in regards to safeguarding
 - Arrange the provision of a professionals risk assessment of all pupils from someone who knows the pupil best

- Provide in writing, prior to the commencement of the programme place, reports on the pupil's circumstances, behaviour and educational status according to information available at that time
- Provide an emergency contact number and information on any known medical condition
- For young people who have an EHCP, provide information about these needs at the point of referral.
- Notify the programme coordinator of any significant change or circumstances involving the young person or details likely to affect programme delivery
- Inform the Provider of any concerns and offer support in relation to any concerns raised by the Provider
- Assist the Provider with carrying out the previously agreed disciplinary procedures and behaviour policies
- Remind the parent/carer that travelling to and from the Provider placement remains their responsibility
- Attend regular progress meetings to monitor all programmes and visit placements regularly
- Attend relevant network meetings in relation to the family so that the provider is up to date with significant changes that may occur.
- Manage the relationship between the LA and Welfare Call so that should any issues occur this does not impact adversely on the Provider meeting the requirements of this agreement.

8.2 Authorised Officer

The Council Authorised Officer will act as the key contact and co-ordinator for individual learners. They will identify and agree with the learner and their parent/carer, and if appropriate the child's school, the learning pathway that best meets the needs and the aspirations of the learner. As part of this process they will meet with learners and identify courses that are appropriate to the needs and abilities of those learners, with particular regard to equal opportunity requirements.

The Authorised Officer will ensure that:

- Learners attend any meetings and pre-programme tasters.
- Where provision is not at the learners' home, parents/carers and learners will be made aware of all break and lunchtime arrangements by the Authorised Officer, prior to the commencement of the placement. The Authorised Officer will also ensure that any consent forms that require completion to formalise the placement are signed by the parent/carer or young person.
- Parent/carers, learning and child's school (If appropriate) receive a copy of the child's timetable.
- On-going support is offered to the provider to achieve the aims and objectives of the learner's programme. This will include working with learners and parents/carers to improve attendance and punctuality, where this is not satisfactory; and/or to meet the requirements of the provider's behaviour code, where this is not happening.
- Where notified by the parent/carer of their child's absence, this information is shared with the provider, at the earliest possible opportunity and vice versa.

- The provider is notified of any significant change in the learner's circumstances, which may affect their learning. The Authorised Officer must inform the provider of any change of address and emergency contact telephone numbers, so that this can be updated on the accredited Management Information System.
- They meet with the provider on a termly basis to discuss learner progress. More frequent learner progress meetings may be implemented as required. Wherever possible, this meeting should take place within 14 calendar days of the learner's progress report being issued.
- Maintain a comprehensive learning plan for all those learners placed by the Authorised Officer who are accessing alternative provision.
- The provider is notified at the earliest opportunity when the placement is required to end taking into consideration the termination clause agreed upon award of contract.

9. Working Together

- 9.1 Both the Provider and the Council will nominate an appropriate member of staff to act as the key contact and coordinator for placements
- 9.2 Individual pupil concerns should be raised with the Council, once the Provider has explored its own, internal mechanisms for pupil support
- 9.3 The Council will work with the Provider should disciplinary procedures relating to a pupils behaviour need to be invoked

In addition, the Provider and the Council will work in partnership:

- with relevant agencies in order to share information effectively and to plan/review interventions for pupils
 - with pupils and their parents/carers, managing these relationships in a sensitive and respectful way
 - to prepare relevant reports to parents/carers and contribute to those of partner institutions
- 9.4 The Provider will immediately, without delay, relay any child protection or safety concerns to:
- The Provider designated safeguarding lead or
 - The pupils roll school designated safeguarding lead
- 9.5 The provider will submit all safeguarding referrals to the Southwark Multi Agency Safeguarding Hub (MASH) – contact details below:

MASH Team
 Sumner House
 Sumner Road
 London
 SE15 5QS
 Tel: 020 7525 1921
 020 7525 5000 (out of hours)
 email: mash@southwark.gov.uk

10. Record keeping

10.1 The provider will be expected to adhere to the following record keeping aspects:

- Provide a named contract monitoring lead and details.
- Attend contract review meetings, dates of which should be arranged by Authorised Officer at the start of the academic year. More frequent monitoring arrangements may be implemented as necessary, as required by the Authorised Officer. These will take place at the Provider's premises unless otherwise agreed.
- Send a written report to parents and Authorised Officer on their child's progress.
- To make themselves available, with reasonable notice with the authorised officer, outside of the allocated contract review meetings, should either party determine it necessary to discuss issues/concerns or matters relating to the provision or learner.

10.2 The Authorised Officer will require the provider to complete a QA Self-assessment form, prior to the QA visit. Unannounced visits may occur if safeguarding concerns have been raised.

11. Business Continuity

11.1 The Provider will have a business continuity plan in place that ensures the service can be delivered should a disruptive event occur. This should include specific response to Covid-19 / pandemic event that prevents 'normal' attendance.

12. Duration of service

12.1 The service is anticipated to commence from September 2021 for a duration of four years. The local authority will undertake regular reviews of this process, taking into account the statutory duties placed on local authorities in relation to alternative provision, and to ensure accurate reflection of any legislative changes that may subsequently occur.

13. Service changes

13.1 Providers will be notified of any service changes by the local authority, should there need to be a change to the specification LA Officers will arrange to meet and discuss with the provider in advance of any change.

14. Legislation, Policies and Procedures

14.1 The Provider must comply with all relevant legislation relating to the service, including any subsequent updates and amendments to those statutes. It is the provider's responsibility to ensure that they are aware of the implications of legislative changes and adjust their practices and provision accordingly.

14.2 The following is a list of some of the key pieces of legislation with which Providers must be compliant are detailed below. This is not intended to be an exhaustive list:

- The Children and Families Act 2014
- The Care Act 2014
- The Children Act 1989 and 2004
- The Children and Social Work Act 2017
- The Adoption and Children Act 2002
- Education Act 1996, 2002 and 2011
- Health and Social Care Act 2001, 2008 and 2012

- Safeguarding of Vulnerable Groups Act 2006
- Mental Health Act 1983 and 2007 (including places of safety regulations 2017)
- Mental Capacity Act 2005
- Housing Act 1996
- The Equality Act 2010
- National Health Service Act 2006
- Sex Offenders Act 1997 as amended by part 2 of the Sexual Offences Act 2003
- Police and Justice Act 2006
- General Data Protection Regulations 2018
- The Chronically sick and Disabled Act 1970
- Keeping Children Safe in Education 2016
- Working Together to Safeguard Children 2015
- SEND Code of Practice 2015

15. Statutory Guidance

15.1 Providers must be familiar with and adhere to the principles and processes contained within:

- Statutory guidance for local authorities and departmental advice for others ensuring children with health needs receive education (2013)
- Statutory Guidance Alternative provision (2013)
- The National framework for NHS Children’s Continuing Care
- Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children’s act.
- National Service framework for Children, Young people and Maternity Services – October 2004
- Safeguarding children and young people: Roles and Competencies for health Care Staff 2014
- Information sharing
- NHS / Education employment checks
- Equality and Diversity policy and protocols

16. Business, Employment and Staffing Practices

16.1 The Provider shall have in place and available for scrutiny: sufficient, robust and up-to-date written policies, procedures and codes of practice. This includes adequate instruction, guidance and support for staff on the function and delivery of the service outlined within this specification. These should be accessible and available to all stakeholders, including parents/carers. Such policies and procedure documents should include (this list is not exhaustive):

- Equalities and Diversity Standards
- Recruitment and Selection Policy
- Staff Induction, supervision, appraisal, training and development
- Staff Code of Conduct, including professional boundaries
- Business Continuity Plan, to include; risk assessment and contingency in relation to interruption / closure of service i.e. power cut, inclement weather, unforeseen staff absence etc.
- Management & Risk Assessment
- Complaints; for all stakeholders i.e. service users, families, carers and staff
- Safeguarding Vulnerable Adults and Children
- Whistle Blowing

- Confidentiality and Data Protection (in line with GDPR 2018)
- Health and Safety
- Anti-Bullying
- Grievance
- Recruitment and use of Volunteers

16.2 Children and young people, their families and carers must be given written information about the provider's complaints procedure (this should also be made available on the provider's website). The complaints and representations procedure shall be compatible with the requirements of the Children Act 1989 and 2004.

17. Workforce

17.1 The provider must ensure, where applicable, that:

- They are Responsible for all employment issues whether in relation to staff reemployment directly or through an agency
- Workers involved in delivering the service have appropriate qualifications, skills and competencies to provide the service, and be able to demonstrate this as required to the local authority.
- All staff responsible for teaching national curriculum subjects is adequately qualified.
- They demonstrate that staff engage in continuing professional development to ensure currency and quality of teaching provision. They will also keep up to date records.
- Where the Provider offers courses within a specific skill base, it ensures that staff, have appropriate trainer or instructor qualifications
- Staff have significant experience in working with, or an understanding of the needs of, vulnerable pupils and particularly of needs relating to their Social, Emotional, Mental Health and Physical Needs and behavioural development
- Staff training dates are set in advance and provided to the Authorised Officer within a minimum of one term's notice of those dates
- Staff are properly supported and supervised
- Staff are instructed in health and safety, Safeguarding and promoting the welfare of children. Equal opportunities and diversity should also form part of their Continuing Professional Development.
- Upon request, evidence is provided to the Council that it has checked the identity of appointed staff – see Department for Education Safeguarding Children and Safer Recruitment in *Education (Keeping children safe in education September 2019)*
- Upon request, evidence is provided to the Council that a minimum of two written references have been obtained for staff appointed and that all staff are legally entitled to work in the United Kingdom
- In the event of staff absence (sickness or planned holiday), the authorised officer is notified and tutor cover is put in place as soon as possible as well as ensuring pupils have access to cover work when a tutor absence is unforeseen.
- All staff, including sub-contractors are appropriately checked through the Disclosure and Barring Service to ensure that they are fit and proper persons, before working with or having unsupervised access to children and young people.
- Appropriate numbers of qualified staff are available to deliver the level of course being undertaken, within the learners' home or at a designated site

18. Access, Referral and Placement

18.1 Who will access the service?

18.1.1 It is envisaged that the following groups of children and young people may require access to alternative provision:

- Those children/young people who have been permanently excluded from mainstream schools
- Those children/young people without a school place (including children looked after by other local authorities who require alternative education)
- Children and young people who have an EHCP and whose needs cannot be met in mainstream or special school or academy provision
- Children and young people who have an identified Social, Emotional, Mental Health (SEMPH), or medical / physical needs
- Children and young people who are disengaged from school and who are at risk of becoming NEET (Not in Education, Employment or Training)
- Juvenile, young offenders and ex-offenders
- Pregnant teenagers and teenage parents
- Children placed via the Fair Access Panel or the Southwark Inclusion Model as alternatives to permanent exclusion.

18.2 Referral Process

18.2.1 Alternative Provision team will submit pupil referral forms, risk assessment and other relevant documents to the provider.

18.2.2 Once the assignment is agreed the provider will be required to submit information about the skills and experience of the proposed staff

18.2.3 Once agreed, the provider shall deliver provision at the submitted tendered rate, unless otherwise agreed.

18.2.4 The Provider will make direct contact with the parent to set up the programme.

18.3 Placement Requirements

Every placement will require the following to be put in place:

- Baseline assessment
- Programme and timetable – linked to school exam boards if appropriate
- Clear SMART Targets
- Clear transition or reintegration plan
- Arrangements for monitoring, evaluation and reporting on pupils
- Action must be taken if a pupils attendance falls below 90% - Clear and concise intervention records including all calls to parents, attendance letters and the outcomes of all intervention.
- If the child has a home school, providers will be expected to work in line with the schools attendance policy.

19. Partnership Working

19.1 The Provider may be required to offer provision in conjunction with mainstream schools and relevant alternative educational providers to ensure a full and balanced curriculum. Partnership working between schools, alternative education providers and the local

authority will enable all those involved in the education of the child or young person to work collaboratively to ensure the best possible outcomes for each young person.

20. Safeguarding / Child Protection

The provider will adhere, where applicable, with the following:

- 20.1 Daily attendance must be provided for all pupils without exception.
- 20.2 Follow the principles of a child centered approach to safeguarding. The system for this working is described in statutory guidance working together to safeguard children. It must be outlined clearly in the safeguarding policy.
- 20.3 Keep all young people's personal details in accordance with General Data Protection Regulations
- 20.4 Ensure that child protection regulations are adhered to and all staff, proprietors and volunteers working with children/young people are appropriately checked in accordance with current Disclosure and Barring Service. Enhanced DBS and barred list checks must be carried out for all regulated activity.
- 20.5 Ensure that all staff should receive safeguarding and child protection updates.
- 20.6 Appoint an appropriate senior member of staff to the role of designated safeguarding lead.
- 20.7 Comply with equalities legislation
- 20.8 To not agree year 11 study leave without first agreeing with the Local Authority.

21. Mobilisation and Timing

- 21.1 The timescales for agreeing a placement will vary depending on the type of placement, but must be within six working days for a permanently excluded child.

22. Expected Outcomes

- 22.1 Bidders are expected to achieve the outcomes identified for each individual learner, typically to be aligned to educational key stage outcomes as referenced in Appendix 5 and 6.
- 22.2 The provider will be expected to work with key partners, where appropriate, to achieve the outcomes identified for each individual learner, as set out in the learner's placement contract. These partners include, but are not limited to:
 - Health services,
 - Social services,
 - Local authority support services and
 - Voluntary organisations.
- 22.3 Specific educational outcomes that providers will be expected to deliver are contained in Appendix 5
- 22.4 Young people placed with the provider should feel safe and enabled to engage in age appropriate learning.

22.5 Providers will be able to produce, in response to a request from the London Borough of Southwark, data that indicates the progress towards agreed targets.

The Council is committed to raising attainment and narrowing the gap for those at risk of under-achievement, ensuring high quality assessment, support and personalised learning to meet individual need across clear learning pathways and transitions.

23. Quality Assurance and Performance Standards

23.1 The performance of the Provider will be quality assured through a formal process, based on the performance management framework. **(Appendix 5)**.

23.2 Where issues or concerns are identified through the quality assurance process, or through complaints, the local authority will seek to support the provider to implement remedial action(s) to address the particular issues or concerns within a specified timescale. In the event that a remedy is not achieved within this timescale, it may be necessary for the local authority to suspend the provider's contract, which would prevent further referrals being made until the issue is resolved.

23.3 Where a serious complaint, concern or safeguarding issue is identified, the local authority reserves the right to move to immediately suspend the Provider from the accredited list. This is to enable the matter to be fully investigated and reassurance obtained that appropriate measures or safeguards are in place. This may also involve consideration about existing placements that individual Authorised Officers have with the provider, in addition to the suspension of new referral requests. In exceptional circumstances where a significant safeguarding or health and safety failing has been identified; or there is evidence of a sustained failure to undertake the required remedial actions following a number of quality assurance visits and support, then the local authority reserves the right to remove a provider from its accredited alternative provider list.

The provider will ensure the following:

- Moderation and quality assurance systems are robust and meet any requirements to deliver high quality teaching and learning
- Moderation leads to standardised teacher assessment and where standards are not met, tutors should be appropriately supported to improve.
- Hold at least one open/parents evening a year or ensure there is a system for the senior management team to discuss pupil progress directly with parents.
- The Provider will ensure that a procedure for consulting with pupils and their parents/carers on a regular basis is in place, to evaluate and develop the service, this should include non-tutor contact.
- Attend regular progress meetings with the local authority to monitor all provided programmes
- The Provider will ensure that quality assurance and performance monitoring procedures are in place and reviewed for effectiveness.
- The Provider will attend contract monitoring meetings as required.
- The Provider will allow local authority officers access to the premises to ensure that they are suitable for the services to be undertaken
- The Provider will give parents/carers details of their complaints procedure which should include details of how to report complaints to the local authority
- The local Authority will remove the provider from its published directory if it becomes aware of any significant safeguarding concerns, police investigations or investigations involving the LADO (Local Authority Designated Officer)
- The Southwark Council logo is the intellectual property of the authority therefore has the right to control and authorise its use. The authority **does not** authorise

the publication of the logo on the Providers website, written material or any public communication. Should the Provider contravene Southwark Councils rights, legal action may be taken

The Provider will comply with monitoring requirements as requested by the local authority.

- This will include completion of a monitoring form as supplied by the local authority for the purposes of evaluating, monitoring and reporting on the progress of pupils, this may be requested by Welfare Call.
- The Provider should make available to local authority officers upon request, access to sessions/lessons to allow observation of teaching and learning.

24. Social Value and Ethics

24.1 The local authority will wish to see evidence of how the provider is enhancing the social value of the service being delivered. This may include, but is not limited to, consideration of the following areas:

- Work in an inclusive way and actively promote equality and diversity
- Engage young people in the development of their own provision
- Work to ensure that young people are equipped with the right skills to match the present and future requirements of the labour market

25. Equality & Diversity

25.1 The Provider shall ensure delivery of the service in accordance with the local authority's Equality and Diversity Policy:

[London Borough of Southwark Council Equality & Diversity Policy](#)

25.2 The Provider must ensure that its equality and diversity policies are implemented consistently and effectively across all stages of the learner's programme.

25.3 The service must be delivered in a non-discriminatory manner taking account of (but not limited to) gender, race, age, culture, religion, belief, language spoken, sexual orientation or disability.

25.4 Providers will be expected to identify organisational processes and practice that align with '*Southwark Stands Together*', a Council initiative that brings together organisations, community groups and individuals across the borough committing to identify, and to implement solutions to address entrenched racism and injustice and take positive action to ensure equality of opportunity.

25.5 Providers will be expected to understand, and to demonstrate alignment with, Southwark Councils 'five pledges' within the service that they deliver:

1. To promote an open and transparent culture where employees who experience /see racism or discrimination are able to raise it and expect the issue to be dealt with swiftly and fairly
2. To listen to and amplify our diverse voices within our organisations on how we create an inclusive, fair and representative workplace at all levels
3. To work to address and prevent structural racial inequalities and structural racism within our organisation, the organisation we partner with and within the service we deliver

4. To champion organisation that address racial injustices and organisation that promote equality and diversity
5. To ensuring that people of all backgrounds can rise to the top of organisation

26. Health & Safety

The provider must:

- 26.1 Ensure that they have appropriate health and safety policies and procedures in place, including those that are of particular relevance to the specific activity being delivered, including; Lone Working; Fire Safety, First Aid, Food Hygiene, PPE appropriate for Covid-19 / emerging pandemic requirements.
- 26.2 Comply with all statutory requirements relating to health and safety including trips and visits, keeping children safe in education and its own staffing. Provision must meet children protection and legal standards. Providers' compliance with health and safety requirements will be reviewed, in detail, via the quality assurance process.
- 26.3 Carry out risk assessments on all aspects of programmes (pupil, location, staff) prior to the commencement of the programme. Controls must make clear how risk is reduced and communicated to all relevant people and training must be provided when needed. *(Copies may be requested)*
- 26.4 Carry out annual risk assessments in respect of the services it provides and additional risk assessments for any new circumstances. The aim of the risk assessment is to provide a safe environment for pupils to demonstrate active accountability on the part of the Provider

The risk assessment procedures will:

- Ensure all staff are aware of when risk assessments are required
 - Develop and review strategies to monitor and reduce risk
 - Identify risk issues for pupils, and hazards from each risk issue, and who is at risk and the possible harm
 - Show what measures have been put in place to reduce the risk
 - Evaluate the remaining level of risk
 - Continue this process until the level of risk is low or non-existent
 - Be clear about responsibilities for managing risk
- 26.5 Use of IT equipment will be in accordance with the e-safety guidance and must account for appropriate firewalls, content filters, anti-virus software and malware blockers are in place and enabled on computers used by pupils
 - 26.6 The Provider will have in place clear reporting processes for incidents and accidents. As well as a contingency plan for major accidents and emergencies
 - 26.7 Providers must ensure that injury or loss insurance covers young people under the age of sixteen

27. Call off Procedure

- 27.1 The service will operate under a framework agreement.
- 27.2 A Direct Award of a placement to a provider will be on the outcome of a suitability assessment which will include a number of factors that will be taken into consideration:

- Child's individual needs
- Risk assessment
- Specialism
- Capacity of provider
- Curriculum offer

27.3 In the event that multiple providers satisfy the suitability assessment, the provider who has submitted the lowest price will be selected.

APPENDIX 1: Primary (Key Stage 1 & 2) - One-to-one or small group provision at home and in the community, and SEND

Profile of the Service

1. This service specification shall meet the needs of Children and Young People who require one to one provision or small group provision at home or in the community for the following:

Key Stage 1 and 2

2. The service will provide full and part time educational provision to meet the needs of learners who may have been permanently excluded from school; excluded from school on a fixed term basis; at risk of disengaging from mainstream education and/or being excluded from school; who require additional support during a negotiated transfer between mainstream schools; who otherwise require alternative education provision to meet their educational entitlement, for example in line with an Educational Health Care Plan (EHCP) or a Looked After Child with no school place or have medical needs.
3. In addition to the above for SEND providers, tutors will need to have experience in teaching children with all types of special needs as set out and referenced in the SEND Code of Practice (2015)
4. The service will provide a flexible curriculum that provides strength and breadth and that can accommodate learners who are unable to attend mainstream school. Learners join throughout the academic year.
5. Providers offering part time alternative education packages must offer academic subjects in such a way that they can combine with other packages to form full-time education package including English and Mathematics to an appropriate level.
6. Providers will support learners with their:
 - Social Emotional, Mental Health and Physical Needs
 - Educational engagement
 - Engagement with other learners
 - Securing an EHCP
 - Support transition (where appropriate)

APPENDIX 2: Secondary (Key Stage 3 & 4) - One-to-one or small group provision at home and in the community, and SEND

Profile of the Service

1. This service specification shall meet the needs of Children and Young People who require one to one provision or small group provision at home or in the community for the following:

Key Stage 3 and 4

2. The service will provide full and part time educational provision to meet the needs of learners who may have been who may have been permanently excluded from school; excluded from school on a fixed term basis; at risk of disengaging from mainstream education and/or being excluded from school; who require additional support during a negotiated transfer between mainstream schools; who otherwise require alternative education provision to meet their educational entitlement, for example in line with an Educational Health Care Plan (EHCP) or a Looked After Child with no school place or have medical needs.
3. In addition to the above for SEND Providers, tutors will need to have experience in teaching children with all types of special needs as set out and referenced in the SEND Code of Practice (2015)
4. The service will provide a flexible curriculum that provides strength and breadth and that can accommodate learners who are unable to attend mainstream school. Learners join throughout the academic year.
5. Providers offering part time alternative education packages must offer academic subjects in such a way that they can combine with other packages to form full-time education package including English and Mathematics to an appropriate level.
6. Providers will support learners with their:
 - Social Emotional, Mental Health and Physical Needs
 - Educational engagement
 - Engagement with other learners
 - Securing an EHCP
 - Support transition (where appropriate)

APPENDIX 3: English as an Additional Language (EAL)

Profile of the Service

1. This service specification shall meet the needs of Children and Young People who require EAL to be taught to them.
2. The provider will support pupils to develop proficiency in English alongside curriculum learning with the aim of attaining relevant accreditation appropriate to the assessed ability of each student. The provider will use a range of resources including:
 - Computer software
 - Bilingual dictionaries
 - Maps
 - Key word lists
 - Dual language books
 - Key visuals / graphic organisers to support organisation of the language
3. The service will provide full and part time educational provision to meet the needs of learners who may have been who:
 - Have been permanently excluded from school; excluded from school on a fixed term basis;
 - Be at risk of disengaging from mainstream education and/or being excluded from school;
 - require additional support during a negotiated transfer between mainstream schools or alternative education provision to meet their educational entitlement, for example in line with an Educational Health Care Plan (EHCP) or a Looked After Child with no school place or have medical needs.
4. The service will provide a flexible curriculum that provides strength and breadth and that can accommodate learners, where English is an additional language, who are unable to attend mainstream school. Learners join throughout the academic year.
5. Providers offering part time alternative education packages must offer academic subjects in such a way that they can combine with other packages to form full-time education package including English and Mathematics to an appropriate level.
6. Providers will support learners with their:
 - Social Emotional, Mental Health and Physical Needs
 - Educational engagement
 - Engagement with other learners
 - Securing an EHCP
 - Support transition (where appropriate)

APPENDIX 4: Online provision

Profile of the Service

1. This service specification shall meet the needs of Children and Young People who will be taught online for Key Stage 1 to 4.

2. The service will provide full and part time educational provision to meet the needs of online learners who may:

- have been permanently excluded from school; or excluded from school on a fixed term basis;
- be at risk of disengaging from mainstream education and/or being excluded from school; who require additional support during a negotiated transfer between mainstream schools;
- otherwise require online provision to meet their educational entitlement, for example in line with an Educational Health Care Plan (EHCP) or a Looked After Child with no school place or have medical needs.

3. Pupils will receive their lessons, online, via a virtual teacher, who is an experienced specialist teacher. Class sizes should be small, but offer an online presence to pupils. Each pupil will receive the teacher's attention and personalised learning where every child can learn and achieve at their own pace. Each pupil should have a personalised time table.

3. The online classroom must be easy to navigate and provide the opportunity for pupils to interact with their teacher, peers and lesson content through voice, white board, polling tools and quizzes and through written responses. Lessons should be appropriately time-tabled every week day morning of term time and lessons should be recorded. Recording of the lessons will be a valuable resource to pupils and parents as the lessons can be revisited and aid with studying. In addition access to additional learning material should be provided for example through library content which can be assessed 24/7. The provision of online learning will follow the independent school term.

4. Breakout rooms should be used to enable individual and small activities. Every learner must have a unique username and password. Timetables should be accessible to the pupils. Pupils should not be left unattended in a classroom, there should be consistency with pupils working with the same teachers and peer group in each subject they attend. Homework should be given which will reinforce the learning objects of the lessons received.

5. Providers will be asked to submit cost on a 'pay as you go' (weekly), termly or annualised basis.

APPENDIX 5: Performance Management Framework

The local authority will use performance indicators to measure the quality of the provision and will assess the Provider's performance against these standards.

Performance will be measured in two ways:

- 1) through progress made by individual pupils and
- 2) by analysis of performance data

Key performance indicators will be finalised during the contract mobilisation stage. The local authority reserves the right to amend or add to the existing performance indicators, which may vary slightly depending on the service offered. This will be done in consultation with the Provider.

Performance Indicator	Outcomes	Method of Measurement
1. The quality of teaching and learning	Individual pupil progress against initial baseline assessments	Record of initial assessment and continuing assessment results.
	Level of individual pupil attainment – KS assessment/GCSE/Other accreditation outcomes.	Comparison with results from previous KS SATs.
	Numbers/percentage of pupils gaining accreditation.	Local authority data collection
	Number/percentage of pupils reintegrating to school or moving post-16 employment, education or training.	Local authority data collection
2. Personal and social development	Attendance figures for each referred cohort of pupils.	Termly attendance records.
	Analysis of disciplinary incidents.	Reports to local authority.
3. Overall quality of provision	Retention rates of pupils placed on the programme.	Local authority monitoring
	Number of complaints received.	Reports to local authority
	Action taken regarding complaints received.	Reports to local authority
	Attendance level.	Attendance recorded.
	Monitoring of action taken if young people fail to attend.	Regular meeting with local authority.

4. Effective engagement with children and young people	Time between referral of each pupil and beginning of provision.	Local authority monitoring
	Outcome of attendance intervention for all pupils below 90% attendance	Provider records Local Authority Monitoring
	Attendance at meetings with parents/carers.	Provider's record.
5. Effective communication and working in partnership	Quality of ongoing liaison regarding any issues which may affect service delivery.	Local authority record.
	Evaluation from parents/Carers	