

**Pseudo Dynamic Purchasing System for**

**CS0877 South West & South-Central Flexible Framework for Independent/Non-Maintained Special Schools**

**Specification**

**SCHEDULE 1**

**SERVICE SPECIFICATION**

**SECTION A: GENERAL**

1. **INTRODUCTION**
   1. The Authority has statutory duties and responsibilities concerning the education, health and care of Children, Young People and Young Adults to ensure that they are placed in an environment likely to promote and safeguard their welfare and development.
   2. This Service Specification describes the Measurement Approach, the Service Qualities and the Essential Requirements for the Services that shall be delivered for Children, Young People and Young Adults with special educational needs and disabilities (SEND).
   3. This Service Specification takes into account that the Authority is embracing an outcomes-based commissioning model, in that it will not prescribe how the Services will be delivered.
   4. It places an emphasis on the Outcomes that the Services will deliver for individual Children, Young People and Young Adults, as a service overall (the Service Outcomes) and towards lifetime goals that strengthen communities in which Children, Young People and Young Adults, and the adults they become, live (Individual Outcomes).
   5. It also sets out the general background and principles required to underpin the Services and the standards to be met by the Provider.
   6. In the interest of collaboration and best practice, the Consortium of Participating Authorities reserves the right to consult with Providers on further developments and outcome indicators in the future
2. **PRINCIPLES**
   1. The safety of the Children, Young People and Young Adults is paramount. This is the foremost principle and takes precedence over all others.
   2. Parents and Carers are an important influence on outcomes for Children, Young People and Young Adults. In all circumstances, no matter how difficult, all Staff employed by the Provider will work with Children, Young People and Young Adults, their Parents/Guardians, Carers, the Authority and all significant others to deliver the outcomes as detailed in the EHC Plans.
   3. The Provider and where relevant, the wider organisation, will have at its core a focus on high aspirations and on improving outcomes for the Children, Young People and Young Adults who use the service.
   4. The Provider shall deliver the service in such a way as to ensure:
      1. the engagement and participation of Children, Young People and Young Adults and their families is central; and
      2. that Children, Young People and Young Adults and their families feel that they are being listened to and able to influence decisions; and
      3. that any concerns raised by Children, Young People and Young Adults and their families are addressed swiftly as reasonably practicable.
3. **SCOPE OF PROVISION COVERED BY THIS SERVICE SPECIFICATION**
   1. Independent/ Non Maintained Special School (INMSS) and Special Post-16 Institutions (SPI) placements for Children, Young People and Young Adults aged up to 25 who have an Education, Health and Care Plan (ECHP).

3.2 Due to the variety of services that are required, this specification is divided in to two lots. Bidders are able to tender for one or more of the following lots:

3.2.1 Independent/Non Maintained special schools

3.2.2 Special Post-16 Institutions

1. **ESSENTIAL REQUIREMENTS FOR ALL LOTS**
   1. The Provider shall comply and shall require its Staff to comply with all current relevant legislation and statutory guidance.
   2. The Provider will create an environment in which the Services operate that has continuous improvement at its core.
   3. The Provider will provide suitably qualified, experienced and skilled Staff to ensure that a high quality service is delivered to Children, Young People and Young Adults to maximise the opportunities for them to achieve their outcomes.
   4. With the exception of operators of INMSS and SPI who are new providers to this market, the Ofsted ( or an equivalent body approved by the Secretary of State for Education under section 106 of the Education and Skills Act 2008) inspection reports will be used as the primary quality measure for this framework.
   5. An inspection rating awarded by OFSTED as ‘Outstanding’ or ‘Good’ (or an equivalent rating awarded by a body approved by the Secretary of State for Education under section 106 of the Education and Skills Act 2008 to carry out inspections ) will Pass and will be an ‘A’ rating on the framework. An inspection rating awarded by OFSTED as ‘Requires Improvement to be Good’ (or equivalent) will Pass and will be a ‘B’ rating on the framework; An inspection rating awarded by OFSTED as ‘Inadequate’ will Fail and will not be placed on the framework (see the Framework Agreement Terms for details on framework re-opening).
   6. Operators of INMSS and SPI that are registered with the Department for Education (DfE) but have not received an inspection and therefore do not have a quality rating may join the framework as a ‘C’ rated provider. Each of the Participating Authorities shall have discretion to select a Provider from the list of ‘C’ Rating Providers who has capacity to deliver the required Services, that is those registered with the Department for Education (DfE) but not inspected where there are no A or B rated providers
   7. Providers with an OFSTED rating which is less than ‘Good’ (or equivalent) will be asked to submit their OFSTED (or equivalent) Action Plan, to improve their effectiveness in order to work towards a Good or Outstanding rating, which will be monitored by the Lead Contract Management Authority. Certain Local Authorities have a policy that they will not place with Requires Improvement Providers, but this does not exclude such Providers from joining the Framework. In the eventuality that a Provider receives an ‘Inadequate’ rating, the Lead Contract Management Authority will manage the process whereby the provider is suspended from the Framework as set out in schedule 8 Lots And Flexible Framework Suspension Protocol.
   8. The Provider will operate within an environment that encourages and promotes innovation and learns from new research and emerging practice.
   9. The Provider will deliver a high quality service to enable Children, Young People and Young Adults’ ambitions, aspirations, potential and Outcomes to be achieved, as appropriate to their age, ability, aptitude and SEN. This will be in accordance with their EHC Plan and take account of information provided in reviews.
   10. The Provider will have in place a programme of activities which promote the development of the Children, Young People and Young Adults’ social, personal, leisure and life skills and which allows for a positive interaction with the Provider, wider community and family.
   11. The Provider will deliver opportunities for its Children, Young People and Young Adults to participate in mainstream activities and as part of their community
   12. In addition, the Provider will be able to demonstrate how its approach contributes to the Placing Authority’s ability to meet the five components of a successful SEND system identified by the Department for Education:
       1. a person-centred and joined-up approach to identifying and meeting the needs of Children, Young People and Young Adults and their families;
       2. engagement and participation of Children, Young People and Young Adults and families so that they have greater choice, feel they are in control and are being listened to and their concerns are resolved swiftly;
       3. a clear understanding of what support, services and provision are available and how to raise concerns or seek redress when there are concerns;
       4. use of effective practice, data and wider intelligence and independent assessment to drive improvement; and
       5. clearly-defined and understood roles, responsibilities and accountability.

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1. **5. SAFEGUARDING**
   1. Safeguarding will be effective, pupils will be listened to and feel safe
   2. Leaders and managers will create a culture of vigilance where pupils’ welfare is actively promoted.
   3. Staff will be trained to identify when a pupil may be at risk of neglect, abuse or exploitation and report their concerns.
   4. Leaders and staff work will work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan. Leaders’ will work to protect pupils from radicalisation and extremism, and respond swiftly where pupils are vulnerable to these issues
2. **THE ENVIRONMENT AND ACCOMMODATION**
   1. The Services will be delivered in accommodation and an environment that is advantageous to providing education to achieve the stated Outcomes of Children, Young People and Young Adults (in the EHC Plan). This includes services delivered using third party provision.
   2. The Provider shall have made the necessary arrangements to ensure a healthy and safe environment for its Staff, Children, Young People and Young Adults and third parties in compliance with all relevant legislation.
   3. The property and accommodation shall be fit for purpose, maintained to recognised operational standards and comply with all relevant legislation.
   4. The Provider will be mindful that for some Children, Young People and Young Adults, in exceptional circumstances, the environment and accommodation may need to be adjusted to take account of individual needs. The Provider and Authority will work together to put all necessary provisions in place and to agree how this will be funded.

## SECTION B: DEFINITIONS OF GENERAL OUTCOMES

1. **BASIC NEEDS**
   1. ***Safety:*** *Children, Young People and Young Adults are safe and protected, and moreover feel safe.*

Children, Young People and Young Adults are not only objectively safe (the risk of significant harm has been removed or considerably reduced) but also feel secure and protected within trusted relationships where others are acting in Children, Young People and Young Adults’ best interests and listening to them. Being safe is a positive state of being, not just the absence of harm and neglect. Therefore, Children, Young People and Young Adults also need to be helped to develop the knowledge and skills that will enable them to adopt safe practices in situations at home, at college or in the community.

* 1. ***Health:*** *Children, Young People and Young Adults experience the highest attainable standards of physical and mental health.*

Physical health: In order to achieve this outcome, Children, Young People and Young Adults need to have access to suitable healthcare, and support in learning to make healthy and safe choices.

Mental health: Achieving good mental health for Children, Young People and Young Adults incorporates ensuring appropriate treatment for psychological distress and psychiatric disorder, as well as support to address broader wellbeing issues relating to anxiety and sense of identity.

1. **PERSONAL RESOURCES**
   1. **Resilience**: Children, Young People and Young Adults have the ability to deal with life’s difficulties.

*When things* go wrong in life, resilience is the personal resource which enables people to get back normal. It involves being able to process and cope with failure and disappointment, and feel a sense of optimism about the future.

* 1. **Self-esteem**: Children, Young People and Young Adults feel good about themselves.

Self-esteem is an internal sense of competence and worth.It involves both self-confidence (having confidence in one’s abilities) and self-worth (knowing you are intrinsically valuable as a person). When self-esteem is experienced, Children, Young People and Young Adults will place value on their opinions and ideas and will be generally positive about their personality and abilities. Self-esteem can be especially difficult for Children, Young People and Young Adults to maintain during transitions and may experience a dip before returning to normal levels – requiring dialogue between commissioners and the Provider.

* 1. **Emotional intelligence**: Children, Young People and Young Adults understand their own emotions and the emotions of others.

Emotional intelligence has four broadly defined parts: self-awareness (recognising and understanding one’s own emotions), managing emotions (self-regulation), empathy (recognising and understanding the feelings of others) and social skills (relationships and managing the emotions of others).

1. **FUNCTIONING**
   1. **Control**: Children, Young People and Young Adults have sufficient control over their own lives.

Experiencing control involves feelings of choice and authenticity about your thoughts and behaviours, a growing sense of independence, and an increasing ability to make good decisions. In early childhood children may lack the ability to make informed decisions on their own behalf and decisions are made for them with concern for their best interests. But this ability grows quickly and the **ethical challenge for caregiving adults is being able to identify when a concern for children’s welfare needs to start giving way to a respect for their choices**. When children experience control, they will feel their choices are respected by adults and others. As they reach young adulthood, they will feel they have freedom to choose to do things they enjoy and to make decisions about how they live their life based on their values.

* 1. **Relationships**: Children, Young People and Young Adults build and sustain supportive, healthy relationships with family, friends, peers and others.

Having healthy relationships with other people is a recognised psychological need. Children, Young People and Young Adults should experience knowing that people care about them, and feeling close to others. They need to be supported to develop skills to interact with other people, form friendships and sustain good relationships with family/carers and others.

* 1. **Achievement**: Children, Young People and Young Adults are growing in their learning and in the development of their skills.

Experiencing achievement involves being able to learn, develop and put skills into practice in order to have a meaningful impact on the world. Children, Young People and Young Adults should feel accomplishment from what they do and able to make use of their abilities.

1. **PREPARATION FOR ADULTHOOD**
   1. **Participation**

Children, Young People and Young Adults will be able to participate fully: making contributions to and receiving support from society, their environment and the local economy. This may involve volunteering, work experience or paid work outside of the education or care setting. Young people who have the capacity to enter paid employment will be supported by the Provider to achieve that outcome, including high quality careers guidance and meaningful work experience

* 1. **Independence**

Children, Young People and Young Adults will be able to maximise their independence and self-determination in their living conditions and engagement with the wider community. They are supported to develop their independence while protecting themselves from being in unsafe situations or with unsafe people. Independence is promoted and planned in accordance with the needs and maturity of each child.

* 1. **Inclusion**

Children, Young People and Young Adults will be fully included in the community: both the local community, and communities of interest relating to their skills, aspirations and hobbies. They will be supported to challenge and overcome barriers to opportunity and participation.

* 1. **Wellbeing**

Children, Young People and Young Adults will have wellbeing: experiencing health, happiness and satisfaction, and functioning well. If the eight core outcomes are being achieved then feelings of wellbeing are highly likely, as described in the dynamic model of wellbeing.

1. **COMMUNITY OUTCOMES TO WHICH THE SCHOOL WILL CONTRIBUTE** 
   1. **Strong local economy**

A strong local business sector, with high levels of staff retention in jobs, low levels of wasted resources in supply and production systems and robust connections between small enterprise and big business. Local people are supported to become financially strong individuals in terms of income-to-cost-of-living ratios and being able to have savings.

* 1. **Inclusive and supportive community**

A local community in which all people feel valued, respected and can experience belonging. People are given equal access and opportunity, and are supported to identify and develop their skills, abilities, gifts and talents, as well as to build and sustain friendships.

* 1. **Safe and healthy environment**

A physical environment which promotes good physical health, for example through green spaces, air quality, and opportunities to be active. Crime is low, and people feel safe and know how to protect themselves from harm.

1. **OUTCOME INDICATORS**
   1. Individual placement indicators will be addressed through relevant Local Authority Annual Review processes for Education, Health and Care Plans.
   2. The Consortium of Participating Authorities will work with the market to develop a Common Monitoring Framework in order to undertake a joint monitoring process.
   3. For further details of monitoring refer to Schedule 4

## SECTION C: SERVICE QUALITIES

Service Qualities describe expectations regarding the approach the Provider will take to achieve the Outcomes in the Common Outcomes Framework and Measurement Approach with Children, Young People and Young Adults. Commissioners will not over-prescribe how the Provider works, but they will expect the Provider to evidence that it is working in a way which meets the following criteria.

1. ***Co-production***: The Provider works with Children, Young People and Young Adults as well as Parents/Carers other agencies and the local community, in order to co-design and co-deliver their activities. The Provider seeks ways for each stakeholder to make contributions to the service as equal partners, building on their capabilities - for example the capabilities of Children, Young People and Young Adults, Young Adults and Parents/Carers to support each other and share information.

Commissioners also work with, Children, Children, Young People, Young Adults, Parents/ Carers and the Provider (and other providers in the market) to co-produce their commissioning – gaining further insight on the outcomes people most value and iteratively developing the approach to measurement and evaluation.

1. ***Value for money***: Local Authorities are under a duty of Best Value to make arrangements to secure continuous improvement in the way in which its functions are exercised, having regard to a combination of economy, efficiency and effectiveness. As such, the Provider and commissioners seek the optimal use of resources to achieve the intended outcomes.
2. ***Promoting inclusion***: The Provider plays an active role in promoting the inclusion of the Children, Young People and Young Adults in their care in society and challenge barriers to inclusion in the community or at a national level.
3. ***Collaboration***: The Provider develops links with local communities, work in partnership with other services, and collaborate with other providers. Links with local communities including the child/young person’s originating community where this is consistent with their EHC Plan and feasible (where this is a reasonable expectation e.g. given geographical considerations) support the integration of Children, Young People and Young Adults into the world beyond college and care, and allow the Providers, and the Children, Young People and Young Adults in its care, to make use of local assets such as community groups, clubs, events, green spaces, and cultural and sporting facilities to support the achievement of outcomes. Relationships with other local services, including relevant, adult services provided by local authorities and clinical commissioning groups, facilitate smooth transitions and referrals.

Collaborations with other providers encourage innovation and best practice to be shared, and also developed collectively. The Provider is encouraged to share data collection tools and coordinate training with other providers.

1. ***Contributing additional value***: As is set out in the Public Service (Social Value) Act 2012, commissioners work to maximise wider social, economic and environmental benefits when they commission services. The Provider therefore delivers its services in ways which create additional value for the local area. It makes careful and sustainable use of environmental resources, provide good local employment, training and training opportunities, and support community activities to thrive.