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**Appendix 6**

**Method Statement Response Document**

**Lot 2**

**Secondary – Key Stage 3 & 4**

**Alternative Education Provision**

1. **METHOD STATEMENT Response/DELIVERY PROPOSALS – LOt 2 (35%)**

**INTRODUCTION**

* 1. Tenderers are required to submit method statements demonstrating how specific elements of the service, as defined in the Service Specification and Terms and Conditions, will be delivered.
  2. Tenderers are required to submit a response to all questions using this response template. Failure to do this may result in a response not being taken into account.
  3. Before submitting the method statements, Tenderers should ensure that they have:
     1. Answered all questions in the space provided within the Method Statement Response Template. If it is not clear to which method statement any part of their response relates to, a score may not be awarded.
     2. Ensured that they have answered questions within the maximum word limit allocation stated for each method statement. Tenderers may make use of supporting documents (appendices to questions etc.) only where truly relevant and appropriate. Any appendix that is judged to be essentially the continuation of a question, and therefore a circumvention of the word limit, will be rejected and ignored.
     3. Enclosed all relevant documents and clearly referenced them to correspond with the method statement(s) and any sub-section(s) to which they relate.
  4. Tenderers may make use of supporting documents (appendices to questions etc.) only where truly relevant and appropriate. Any appendix that the Commissioner judges to be essentially the continuation of a question response, and therefore a circumvention of the word limit, will be rejected and ignored.
  5. Each method statement response will be scored between 0 and 5 as follows:

**Table 1: Method Statements Scoring Matrix**

|  |  |  |
| --- | --- | --- |
| **Assessment** | **Score** | **Interpretation** |
| Excellent response | 5 | A response which shows how the service can comprehensively be taken to the next level in terms of exceeding our requirements as detailed in the tender documents and service specification and/or offering significant added value to the Council’s overall strategic requirements and objectives. |
| Very Good response | 4 | A response which shows that the Tenderer demonstrates an understanding of our requirements as detailed in the tender documents and service specification and has a credible methodology to deliver the service alongside a clear process and plan to deliver additional benefits and deliver value. |
| Good response | 3 | A response which shows that the Tenderer demonstrates an understanding of our requirements as detailed in the tender documents and service specification has a credible methodology to deliver the service and could evolve into additional benefits. |
| Satisfactory response | 2 | A response which is capable of meeting our requirements as detailed in the tender documents and service specification but is unlikely to go beyond this. |
| Unsatisfactory response | 1 | Although the Tenderer does demonstrate an understanding of our requirements as detailed in the tender documents and service specification there are some major risks or omissions in relation to the proposed solution to deliver the service and we would not be confident of our requirements being met. |
| Cannot be scored | 0 | No information provided or incapable of being taken forward either because the Tenderer does not demonstrate an understanding of our requirements as detailed in the tender documents and service specification or because the solution is incapable of meeting our requirements. |

**Table 2: Qualitative Evaluation Tender – Method Statements (MS)**

**Lot 2 - Secondary – Key Stage 3 & 4**

|  |  |  |  |
| --- | --- | --- | --- |
| **Method Statement: Lot Specific**  **Lot 2 (2a, 2b & 2c):** | **Sub Weighting (excl SEND)** | **Sub Weighting**  **(incl SEND)** | **Maximum Word Count** |
| 1. Service Delivery MS2a | 15% | 15% | 1500 |
| 1. Service Delivery MS2b | 10% | 8% | 1000 |
| 1. Service Delivery MS2c | 10% | 7% | 1000 |
| 1. Service Delivery MS2d (SEND providers only) | n/a | 5% | 1000 |
| **Total Weighting: Lot 2** | **35%** | **35%** |  |

LOT 2 METHOD STATEMENT RESPONSES

|  |  |  |
| --- | --- | --- |
| **No. 2a.** | **Method Statement** | **Word Count** |
| **MS2a.** | Please detail how you will structure your organisation to deliver curriculum in accordance with the requirements set out in the specification?  Your response should include but not be limited to:   * Approach to developing individual educational plans (IEP)/personal educational plans (PEP) ensuring they are meaningful and have specified outcomes that are regularly reviewed and updated * Re-engaging previously disengaged pupils via innovative and bespoke pathways * Preparing young people for adulthood supporting positive progression into post-16 destinations, including apprenticeships, further education and other opportunities | **1500** |
| **Response: MS2a.** | | |

|  |  |  |
| --- | --- | --- |
| **No. 2b.** | **Method Statement** | **Word Count** |
| **MS2b.** | Describe how you will collate and analyse data to support working with schools and other relevant partners to:   * Drive continuous improvement * Ensure you are meeting attainment levels at Key Stage 3 & 4 * Monitor and measure performance against relevant national standards | **1000** |
| **Response: MS2b.** | | |
| **No. 2c.** | **Method Statement** | **Word Count** |
| **MS2c.** | Describe how you will support the needs of all children with their Social, Emotional, Mental Health and Physical (SEMPH) needs as detailed in their assessment with preparation the next appropriate stage of their education / onward destination. | **1000** |
| **Response: MS2c.** | | |

|  |  |  |
| --- | --- | --- |
| **No. 2d.** | **Method Statement** | **Word Count** |
| **MS2d.** | **FOR SEND BIDDERS ONLY**  In addition to the SEMPH needs please describe how you will address the specific needs of SEND children as detailed in their EHCP? | **1000** |
| **Response: MS2d.** | | |