 

**005600 – NEPO Education, Health and Social Care (NE12+ Phase Two)**

**Final Commissioning Model**

**14.07.2017**

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| **1.** | **Commissioning Intentions** |
|  | Following an extensive period of engagement and formal consultation, the NE12+ Collaborative have agreed a final Commissioning Model and produced final Feedback Documents which details our response to feedback received.  We have now formally closed the commissioning phase and moved into the procurement phase. In preparation for the procurement exercise, a Tender Ready Session will be offered to Providers to give them procurement support to ensure they are tender ready for the procurement exercise. We will also invite Providers to a Pre-Tender Event where we will explain what is required/expected during the tender process and discussions will take place in relation to the tender document pack.  We will be carrying out a competitive tender process in due course to appoint Providers to an Open Framework Agreement for delivery of services in relation to Education, Health and Social Care placements. |
| **2.** | **Introduction** |
| **2.1** | **NE12+ Phase One**  In May 2014 Newcastle City Council convened a meeting of representatives of the 12 North East local authorities and their Clinical Commissioning Groups (CCGs) through the North of England Commissioning Support Unit (NECS). The Local Authorities and CCGs discussed the need to review how they commissioned all placement types for Children and Young People. The meeting determined that there was benefit in having a joint approach to the commissioning of these placements but agreed that the scope of looking at all placement types together would not be manageable; therefore a ‘phased approach’ was adopted.  Following approval through regional governance arrangements, the NE12+ Collaborative was established.  Although placements in a range of settings were discussed, the NE12+ Collaborative (NE12+) determined that in order to take a phased approach to changing commissioning practice the scope for the commissioning and procurement exercise for NE12+ Phase One would be:  “Placements in Department for Education registered, Non-Maintained and Independent Special Schools and Colleges; 52-week residential, termly boarder, weekly boarder and day placements. All placements in these settings for Children and Young People aged 0 – 25 years (inclusive).”  Following the completion of an extensive consultation period, the NE12+ Collaborative embarked on a competitive tender exercise to put arrangements in place for 1 February 2016, 13 Providers representing 22 settings were appointed to the NE12+ Framework Agreement. The NE12+ Phase One Framework Agreement has a term of 12 months with 2 x 6 months options to extend. We are currently in the first extension period and intend to take out the second option to extend. |
| **2.2** | **NE12+ Phase Two**  In April 2016 two scoping sessions were held with NE12+ Participating Organisations to consider the potential scope of NE12+ Phase Two.  In May 2016, the scope for Phase Two was approved by regional governance arrangements as:  1. Placements in Department for Education registered, Non-Maintained and Independent Special Schools and Colleges; 52-week residential, termly boarder, weekly boarder and day placements. All placements in these settings for Children and Young People aged 0 – 25 years (inclusive),  2. Placements in Ofsted registered, Children’s Residential Homes for Children and Young People 0 – 18 years, and  3. Residential short-break services for Children and Young People 0 – 18 years.  Following agreement of the scope of NE12+ Phase Two, an extensive period of consultation was carried out with:   * Parents and Carers, * Children and Young People, * NE12+ Local Authorities, * Clinical Commissioning Groups, * Providers, and * National Membership Organisations and Regulatory Bodies (for example, Ofsted, National Association of Special Schools and the Independent Children’s Home Association).   The Proposed Final Commissioning Model has been designed with consideration of all feedback received during the consultation period to ensure it is generally affordable and sustainable.  On 1 March 2017 the NE12+ Collaborative published a Proposed Final Commissioning Model for a two-week consultation period. In the Proposed Final Commissioning Model the NE12+ consulted on Option 1 and requested feedback on Options 2 and 3.  Following consideration of all feedback received during the consultation period, it was determined that further work and consultation was appropriate in order to reach a solution that will be both generally affordable and sustainable for Providers and financially viable for Participating Organisations.  A second round of consultation occurred between 10 April 2017 and 12 June 2017.  A third round of consultation occurred between 3 July 2017 and 9 July 2017. |
| **2.2.1** | **The Procurement Solution**  Following feedback and advice from legal representatives from the Participating Organisations, the NE12+ Collaborative will be running a bespoke tender process under the Public Contract Regulations 2015, within the Social and Other Specific Services Procurement Route (‘Light Touch Regime’).  The Open Framework Agreement (the Contract) will provide a flexible solution to bring new Providers and Settings onto the Open Framework Agreement (the Contract) during the life of the Contract. We are proposing to keep the Open Framework Agreement (the Contract) continually open for the first twelve months for Provider applications. Following this, we will open a minimum of two times scheduled each year, but reserving the right to open more frequently depending on Market requirements.  **Length of Solution**  The length of this procurement solution will be three years plus 3 x 12-month options to extend.  **Price Reviews**  We will include price reviews as detailed below:   * uplift on all prices to be considered against Retail Price Index (RPI) in years two, four and six, * if RPI is greater than 4% in any one year, for consideration to be given regarding whether additional uplifts are required, and * annual uplifts to be made in respect of direct staffing costs only.   **Call-off Procedures**  Call-off against the Open Framework Agreement (the Contract) will be by further competition through the North East Procurement Organisation’s (NEPO) Electronic Tendering Portal.  For placements to be made in Non-Maintained and Independent Special Schools and Colleges, the Participating Organisations have a statutory obligation to consider Parental Preference. Within the Open Framework Agreement (the Contract) we will introduce the ability to make placements in these settings via Direct Awards to Providers on the Open Framework Agreement (the Contract), following evidence of an ‘informed’ Parental Preference. NE12+ Collaborative will use the following definition for an ‘informed’ Parental Preference.  ‘Parents and Carers are entitled to carry out their own investigation into available education options for their Child. Operational staff will gather information as part of the Education Health and Care (EHC) planning process regarding options that Parents/Carers have explored and whether they have an identified Parental Preference. It is anticipated that through the EHC planning process Parents/Carers will become ‘informed’ of the range of options available’.  We will promote the Open Framework Agreement (Contract) Provider options to Parents/Carers, along with other options, to support them to make an ‘informed’ choice regarding their preference of placement for their Child.  Any preference expressed for a particular placement by a Parent or Young Person (with the relevant capacity) (a Preferred Provider) shall be considered by the Placing Authority in light of its duties under Section 39(3) and Section 39(4) of the Children and Families Act 2014. A Placing Authority must place a Child/Young Person with a Preferred Provider unless the exceptions under Section 39(4) apply: -  (a) the placement requested is unsuitable for the age, ability, aptitude or special educational needs of the Child/Young Person; or  (b) the attendance of the Child/Young Person would be incompatible with the provision of efficient education for others; or  (c) the attendance of the Child/Young Person would be incompatible with the efficient use of resources.  Where Parental Preference identifies a Provider, who is not on the Phase 2 Open Framework Agreement (the Contract), there will be a requirement for Placing Authorities to run a bespoke procurement exercise through the North East Procurement Organisation’s (NEPO) Electronic Tendering Portal. The Direct Award facility will not be available to Providers who are not on the Phase 2 solution.  **Volume Based Methodologies**  Following further consideration of feedback received from Providers and Participating Organisations, volume based methodologies will not be used in this procurement solution.  **Contract Monitoring**  Contract monitoring will be primarily by desk-top method, with monitoring visit(s) by exception. |
| **2.2.2** | **How the ‘total’ placement Fee will be calculated**  In order to ensure that each placement made through the Open Framework Agreement (the Contract) is appropriate to the individual needs of Children and Young People, the total placements Fee will be made up of up to three elements:   |  |  | | --- | --- | | **Total Placement Fee** | A)     Core Cost | | B)     Additional Services | | C)    Contingency Arrangements |   **Table 1**   1. **Core Cost**   This is the price inclusive of education funding elements 1, 2 and 3. Providers’ Core Cost must be within the capped price as detailed in section 5 below for the relevant Lot/Band and must cover the delivery of all Minimum Core Service Offer requirements relevant to that Lot/Band.   1. **Additional Services**   Additional payments that the Placing Authority may determine are necessary to meet the needs of a Child/Young Person who has greater needs than can be met by the delivery of the Minimum Core Service Offer.   1. **Contingency Arrangements**   An additional payment that the Placing Authority may agree that the Provider can put in place immediately, and without further reference to the Placing Authority, where this is required to support the placement and meet the immediate needs of the Child/Young Person.  Any Additional Services or Contingency Arrangements will be determined in response to assessed needs detailed in a Child/Young Person’s Plan(s).  The level of any Additional Services and Contingency Arrangements will be reviewed during the life of a placement and can be increased or decreased according to the individual needs of Children/Young People. |
| **2.2.3** | **Examples of calculating a full placement cost**  **Pre-16 education example:**   |  |  |  |  | | --- | --- | --- | --- | | **Total Placement Fee** | A)     Core Cost | Cap Core Cost for Lot 2, Band 1 | £27,455.00 | | B)     Additional Services | Five additional hours per week of Learning Support Assistant at £15 per hour for 38 weeks | £2,850.00 | | C)    Contingency Arrangements | none required | £0.00 | |  | **Total Placement Fee (annual)** | | **£30,305.00** |   **Table 2**  **Post-16 education example**:   |  |  |  |  | | --- | --- | --- | --- | | **Total Placement Fee** | A)     Core Cost | Lot 3, Band 1 36 hours LSA per week 5 hours teacher per week 2 hours therapy per week | £20,520.00 £7,600.00 £4,180.00 | | B)     Additional Services | none required | £0.00 | | C)    Contingency Arrangements | none required | £0.00 | |  | **Total Placement Fee (annual)** | | **£32,300.00** |   **Table 3**  **Residential Homes example:**   |  |  |  |  | | --- | --- | --- | --- | | **Total Placement Fee** | A)     Core Cost | Cap Core Cost for Lot 1 (four-bed home, no education) | £2,691.00 | | B)     Additional Services | One hour of psychological therapy per week | £55.00 | | C)    Contingency Arrangements | Up to one additional contact visit per month (RCO at £15 per hour for 4 hours per month) | £13.85 | |  | **Total Placement Fee (weekly)** | | **£2,759.85** |   **Table 4**  **Residential Short Breaks example:**   |  |  |  |  | | --- | --- | --- | --- | | **Total Placement Fee** | A)     Core Cost | Lot 1 – 1 Staff:2 children (24 hour stay but the Child will be attending school) night rate 2 x RCO hours at £15 per hour | £211.00 £30.00 | | B)     Additional Services | none required | £0.00 | | C)    Contingency Arrangements | none required | £0.00 | |  | **Total Placement Fee (24 hours)** | | **£241.00** |   **Table 5** |
| **2.2.4** | **Transfer of existing placements**  Any pre-existing contracts, Individual Placement Agreements, schedules (or similar) between the Provider and the Placing Authorities will transfer onto this Open Framework Agreement (the Contract) and be converted to the appropriate Lot and Banding as per the Service Specification on a date to be agreed between the Parties, otherwise no later than six-months after the commencement of the Open Framework Agreement (the Contract).  To support market stability, transferring placements shall not increase the Fees payable by the Placing Authority by more than 10% of the pre-existing fees nor reduce the fees payable to the Provider by more than 10% of the pre-existing fees for the remainder of the Placement Term.  This Open Framework Agreement (the Contract) shall supersede all previous contracts between the Placing Authorities and the Provider in relation to these Services unless the Parties to those other contracts agree otherwise in writing. |
| **3.** | **Summary of contract opportunities** |
| **3.1** | **Lots to be presented to the market**  Contract opportunities on the Open Framework Agreement (the Contract) will be presented across three Service areas:   1. Non-Maintained and Independent Special Schools and Colleges, 2. Residential Children’s Homes[[1]](#footnote-1), and 3. Residential Short Breaks.   The three Service areas will be further divided into a number of Lots:  A) Non-Maintained and Independent Special Schools and Colleges Pre-16 – Lots 1–9  B) Non-Maintained and Independent Special Schools and Colleges Post-16 – Lots 10–18  C) Residential Children’s Homes – Lots 19–21, and  D) Residential Short Breaks – Lot 22.  Providers can apply to be appointed to as many, or as few, of these Lots as they choose. Following successful evaluation, Providers will be appointed to the Open Framework Agreement (the Contract), to deliver services within their specific Lots. Providers do not need to provide services under all of the above Lots, but in order to be successfully appointed to the Open Framework Agreement (the Contract), to deliver services within their specific Lots, must evidence that they can meet all of the requirements in the Minimum Core Service Offer relevant to that Lot.  **Staffing requirements in the Minimum Core Service Offer** **for all Lots are detailed in Appendix 3.** |
| **3.1.1** | **Non-Maintained and Independent Special Schools and Colleges for Children and Young People Pre-16 years**  **Lotting Structure:**   |  |  | | --- | --- | | **Department for Education Registered, Non-Maintained and**  **Independent Special Schools and Colleges** | | | Lot 1 | Autistic Spectrum Disorder (ASD – mild to moderate) | | Lot 2 | ASD with social, emotional and mental health (SEMH) issues | | Lot 3 | ASD with complex learning difficulties or severe leaning difficulties | | Lot 4 | Social, Emotional and Mental Health (SEMH) issues | | Lot 5 | Profound and multiple learning difficulties / severe learning difficulties | | Lot 6 | Physical disability or medical need | | Lot 7 | Significant sensory disability and communication needs (speech and language / hearing impairment / visual impairment / multi-sensory impairment) | | Lot 8 | Specific learning difficulties (SpLD) | | Lot 9 | Moderate Learning Difficulties (MLD) with associated challenging behaviour |   **Table 6**  There will be four Bands within each of the nine Lots above creating a total of 36 different placement options:    Band 1. Day Placement,  Band 2. Weekly boarder Placement,  Band 3. Termly boarder Placement, and  Band 4. 52-week full residential Placement.  **Minimum Core Service Offer, service levels:**  Within the standard cost of a Placement, Providers will be required to provide the statutory offer of 25 hours per week education plus 5 hours per week additional support hours. Providers will also be required to deliver levels of therapy to each Child/Young Person in Placement in line with the Minimum Core Service Offer. For 52-week full residential Placements (Band 4), where a Placing Authority has purchased additional therapies from the Additional Services menu, they will need to instruct the Provider as to whether these therapy services need to continue to be delivered during school holidays. If therapies are not to be delivered through school holidays the placement Fee will not include payment for these additional therapies during this time.  **Minimum Core Service Offer, staffing levels:**  Please see Appendix 3.  **Financial Model:**   |  |  |  | | --- | --- | --- | | **Pre-16 capped price** | **Phase One fees** | **Final Commissioning Model** | | **Lot 1 – Autistic Spectrum Disorder (ASD – mild to moderate** | | | | Band 1 – Day Placement | £30,000 | £27,455 | | Band 2 – Weekly Boarder (38 weeks) | £103,000 | £88,683 | | Band 3 – Termly Boarder (38 weeks) | £132,000 | £113,174 | | Band 4 – 52 Week Residential | £170,000 | £149,964 | | **Lot 2 – ASD with social, emotional and mental health (SEMH) issues** | | | | Band 1 – Day Placement | £35,000 | £30,013 | | Band 2 – Weekly Boarder (38 weeks) | £108,000 | £96,717 | | Band 3 – Termly Boarder (38 weeks) | £137,000 | £121,208 | | Band 4 – 52 Week Residential | £175,000 | £157,998 | | **Lot 3 – ASD with complex learning difficulties or severe learning difficulties** | | | | Band 1 – Day Placement | £46,000 | £38,089 | | Band 2 – Weekly Boarder (38 weeks) | £119,000 | £99,707 | | Band 3 – Termly Boarder (38 weeks) | £148,000 | £124,198 | | Band 4 – 52 Week Residential | £186,000 | £161,988 | | **Lot 4 – Social, Emotional and Mental Health (SEMH) issues** | | | | Band 1 – Day Placement | £35,000 | £27,455 | | Band 2 – Weekly Boarder (38 weeks) | £108,000 | £88,683 | | Band 3 – Termly Boarder (38 weeks) | £137,000 | £113,174 | | Band 4 – 52 Week Residential | £175,000 | £149,964 | | **Lot 5 – Profound and multiple learning difficulties / severe learning difficulties** | | | | Band 1 – Day Placement | £46,000 | £38,089 | | Band 2 – Weekly Boarder (38 weeks) | £119,000 | £99,707 | | Band 3 – Termly Boarder (38 weeks) | £148,000 | £124,198 | | Band 4 – 52 Week Residential | £186,000 | £161,988 | | **Lot 6 – Physical Disability or medical disability** | | | | Band 1 – Day Placement | £30,000 | £27,455 | | Band 2 – Weekly Boarder (38 weeks) | £103,000 | £88,683 | | Band 3 – Termly Boarder (38 weeks) | £132,000 | £113,174 | | Band 4 – 52 Week Residential | £170,000 | £149,964 | | **Lot 7 – Significant sensory disability and communication needs (speech and language / hearing impairment / visual impairment / multi-sensory impairment)** | | | | Band 1 – Day Placement | £25,000 | £25,628 | | Band 2 – Weekly Boarder (38 weeks) | £98,000 | £86,856 | | Band 3 – Termly Boarder (38 weeks) | £127,000 | £111,347 | | Band 4 – 52 Week Residential | £165,000 | £148,137 | | **Lot 8 – Specific learning difficulties (SpLD)** | | | | Band 1 – Day Placement | £20,000 | £22,504 | | Band 2 – Weekly Boarder (38 weeks) | £93,000 | £83,732 | | Band 3 – Termly Boarder (38 weeks) | £122,000 | £108,223 | | Band 4 – 52 Week Residential | £160,000 | £143,863 | | **Lot 9 – Moderate Learning Difficulties (MLD)associated challenging behaviour** | | | | Band 1 – Day Placement | Not applicable | £24,332 | | Band 2 – Weekly Boarder (38 weeks) | Not applicable | £85,560 | | Band 3 – Termly Boarder (38 weeks) | Not applicable | £110,051 | | Band 4 – 52 Week Residential | Not applicable | £145,690 |   **Table 7** |
| **3.1.2** | **Non-Maintained and Independent Special Schools and Colleges for Children and Young People Post-16 years**  **Lotting Structure:**   |  |  | | --- | --- | | **Department for Education Registered, Non-Maintained and**  **Independent Special Schools and Colleges** | | | **Lot 10** | Autistic Spectrum Disorder (ASD – mild to moderate) | | **Lot 11** | ASD with social, emotional and mental health (SEMH) issues | | **Lot 12** | ASD with complex learning difficulties or severe learning difficulties | | **Lot 13** | Social, Emotional and Mental Health (SEMH) issues | | **Lot 14** | Profound and multiple learning difficulties / severe learning difficulties | | **Lot 15** | Physical disability or medical need | | **Lot 16** | Significant sensory disability and communication needs (speech and language / hearing impairment / visual impairment / multi-sensory impairment) | | **Lot 17** | Specific learning difficulties (SpLD) | | **Lot 18** | Moderate Learning Difficulties (MLD) with associated challenging behaviour |   **Table 8**  **Minimum Core Service Offer, service levels:**  Providers, as a minimum, will need to provide Placements in line with Education Funding Agency guidance of 545 guided learning hours for full-time study, of 16 hours per week education plus 5 hours per week additional support hours. In response to Provider feedback and the need to ensure a fully flexible model for Post-16 Placements, a model with a number of elements similar to the old ‘annex-1’ system will be used to Call-Off Placements for Young People Post-16.  **Minimum Core Service Offer, Staffing levels:**  Packages for Young People Post-16 are created individually and based on a Young Person’s assessed needs as identified in their Plan(s).  As a result, there are no minimum staffing ratios for Post-16 Placements made under Lots 10-18. However, Providers must ensure that staffing levels remain sufficient to keep a Young Person safe at all times while in placement and to promote positive outcomes.  **Financial Model:**  Placing Authorities will inform Providers of the number of hours/days they are seeking a placement for; for example, 18 hours over 3 days. Providers will be asked to submit suitable offers based on the needs and aspirations of the Young Person.  Providers will need to submit costs in-line with Additional Services hourly rates for each element of education offer; for example, Teaching, Learning Support Assistants and Therapies in order to deliver the Minimum Core Service Offer requirements. Any residential elements of placements will reflect Pre-16 rates.  A standard weekly rate of £250 per week will be added to each placement to cover overheads and an element of return (profit). This weekly rate is in-line with Pre-16 prices. Overheads and on-costs related to staffing costs are already included in the capped prices in the Additional Services menu. |
| **3.1.3** | **Residential Children’s Homes[[2]](#footnote-2)**  **Lotting Structure:**   |  | | --- | | **Lots 19 and 21 - Children's Residential Homes** | | **Band 1 – One-bed home** | | **Band 2 – Two-bed home** | | **Band 3 – Three-bed homes and larger** | | **Lot 20 – Specialist Assessment / Intervention Homes** | | **Band 1 – All homes** |   **Table 9**  **Minimum Core Service Offer, service levels:**  Minimum service levels cover a range of areas including qualification of staff, safeguarding, health and safety, allowances and transport and travel. Full details can be found at Appendix 2.  **Minimum Core Service Offer, staffing levels:**  Please see Appendix 3.  **Financial Model:**   |  |  |  | | --- | --- | --- | |  | **Capped weekly price** | **Capped weekly price with education enhancement of £521 (over 52-weeks)** | | **Lots 19 and 21 - Children's Residential Homes** | | | | **Band 1 – One-bed home** | £5,532 | £6,053 | | **Band 2 – Two-bed home** | £3,216 | £3,737 | | **Band 3 – Three-bed homes and larger** | £2,691 | £3,212 | | **Lot 20 – Specialist Assessment / Intervention Homes** | | | | **Band 1 – All homes** | £5,532 | £6,053 |   **Table 10** |
| **3.1.4** | **Residential Short Breaks**  **Lotting Structure:**   |  |  | | --- | --- | | **Residential Short Breaks** | | | Lot 22 | Child/Young Person Short Break |   **Table 11**  **Minimum Core Service Offer, service levels:**  Minimum service levels cover a range of areas including qualification of staff, safeguarding, health and safety, allowances and transport and travel. Full details available upon request.  **Minimum Core Service Offer, staffing levels:**  Please see Appendix 3.  **Financial Model:**   |  |  |  |  | | --- | --- | --- | --- | | **Residential Short Breaks** | **1 staff: 1 Child** | | **1 staff: 2 Children** | | Child/Young Person Short Break | | **£401.68** (24 hours)  **£100.42** (day rate 9am – 3pm)  **£301.26** (night rate 3pm – 9am) | **£280.66** (24 Hours)  **£70.17** (day rate 9am – 3pm)  **£210.50** (night rate 3pm – 9am) |   **Table 12**   * No enhancements apply for holidays or weekends. * No enhancements apply for waking night staff within the Minimum Core Service Offer. |
| **3.1.5** | **Additional Services** |
|  | The following Additional Services Menu will be used across all three Service areas.  Capped hourly prices will be also used to calculate the individual elements of Post-16 education placements.  Hourly rates include on-costs, overheads, training, recruitment, and provision for holidays (with the exception of LSA as they only work term time), sickness and a return to Providers.  Any Additional Services required over and above the described Minimum Core Service Offer will need to be purchased by the Placing Authority from the Additional Services Menu at the rates indicated below:   |  |  |  |  | | --- | --- | --- | --- | |  | **Additional Services** | **Capped price (hourly rate)** | | |  |  | **Phase One** | **Final Commissioning Model** | | 1 | Care Support Staff / Residential Care Officer (RCO) / Extracurricular Activity Staff / Personal Care / Travel Escorts | £14.00 | £15.00 | | 2. | Counselling services | £40.00 | Included in core price where Counsellor is employed by the school/college, or £40 per hour where the Counsellor is independent | | 3. | Health Care Assistant (HCA) / Clinical Support Worker | £20.00 | £20.00 | | 4. | Interpreters – British Sign Language (BSL) (2 – 3 hours minimum at £33 per hour including travel) | Not applicable | £99.00 | | 5. | Job Coaches | £20.00 | £20.00 | | 6. | Learning Support Assistant (LSA) | £18.00 | £15.00 | | 7. | Mobility assistance (visual impairment) | Not applicable | One-off fee to be agreed | | 8. | Mobility (habilitation) assessment | Not applicable | | 9. | Nursing Assistant | £17.00 | £18.00 | | 10. | Nursing Care | £24.00 | £24.00 | | 11. | Occupational Therapy | £55.00 | £55.00 | | 12. | Occupational Therapy – assessment | Not applicable | One-off fee to be agreed | | 13. | Occupational Therapy – Handwriting Assessments | maximum £200 one-off fee | £200 one-off fee | | 14. | Occupational Therapy – Sensory Profile | maximum £500 one-off fee | £500 one-off fee | | 15. | Passports | Not applicable | Government published rates | | 16. | Post-16 Tutor | Not applicable | £35.00 | | 17. | Physiotherapy | £50.00 | £55.00 | | 18. | Psychologist assessment | Not applicable | One-off fee to be agreed | | 19. | Psychological Therapy | £55.00 | £70.00 | | 20. | School nursing provision | Not applicable | £24.00 | | 21. | Speech and Language assessment | Not applicable | One-off fee to be agreed | | 22. | Speech and Language Therapy | £50.00 | £55.00 | | 23. | Sleep-in RCO | Not applicable | £76.00 per night | | 24. | Specialist, Qualified Teacher (SQT) | Not applicable | £40.00 | | 25. | Training costs for Child/Young Person specific needs | One-off fee to be agreed | £50.00 | | 26. | Travel | Inland Revenue recommended rates | |   **Table 13** |
| **3.2** | **Geographical Restrictions to Lots**  In order to ensure the provision of appropriate Services on the solution the following geographical restrictions will apply to each Service area as indicated below.  **A) Non-Maintained and Independent Special Schools and Colleges Pre–16**   * Lots 1 – 9 No geographical restrictions.   **B) Non-Maintained and Independent Special Schools and Colleges Post–16**   * Lots 10 – 18 No geographical restrictions.   **C) Residential Children’s Homes – Lot 19**  An unlimited number of Homes will be appointed to the solution from within the following Local Authority/County boundaries:   * 1. Darlington   2. Durham   3. Gateshead   4. Hartlepool   5. Middlesbrough   6. Newcastle City Council   7. North Tyneside   8. Northumberland   9. Redcar and Cleveland   10. South Tyneside   11. Stockton   12. Sunderland   13. Cumbria   14. Dumfries and Galloway   15. East Lothian   16. Humberside   17. Lancashire   18. Midlothian (including City of Edinburgh Unitary Authority)   19. North Yorkshire   20. West Yorkshire   21. Scottish Borders   22. South Lanarkshire   23. South Yorkshire   24. York   **C) Residential Children’s Homes – Lot 20 and 21**   * No geographical restrictions.   **D) Residential Short Breaks**   * No geographical restrictions. |
| **4.** | **Changes to previous draft commissioning models** |
|  | During the Commissioning Phase, Providers were encouraged to provide feedback through the NEPO Electronic Tendering Portal, during Provider Engagement sessions, at individual drop-in sessions and via e-mail to the Lead Authority.  Following a review of all of the feedback received during the initial consultation period, changes were made to the initial Final Commissioning Model (Option 1).   1. Changes in class size following feedback from Providers and Local Authorities. 2. Removal of 1:1 requirements across all School Lots following request from Providers on 30.01.2017, 1:1 support now to be purchased through Additional Services. 3. Specialist, Qualified Teacher (SQT) time has been increased from 1 SQT to 1.2 SQT following request from Providers on 30.01.2017 to enable delivery of planning, preparation and assessment (PPA) time. 4. Addition of one Learning Support Assistant in all classes in Lots one, two, four, six, seven, eight and nine, following request from providers on 30.01.2017. 5. Addition of two Learning Support Assistants in all classes under Lots three and five following request from Placing Authorities on 16.03.2017. 6. Reduction in hourly rate for Learning Support Assistants from £15.90 to £15.00 based on Times Education Supplement guidelines and market analysis. 7. Increase in hourly rate for SQT from £31.42 to £40.00 following feedback from Providers during consultation period. 8. Increase of sleep-in rate for Residential Care Officer (RCO) from £68 to £76 as a result of Provider feedback during consultation period. (sleep-in rate was wrongly referred to as ‘waking night’ in the Proposed Final Commissioning Model) 9. Increase in hourly rate for RCO from £12.71 to £15.00 following feedback from Providers during consultation period. 10. Increase of therapy rates from £54.82 to £55.00 following feedback from Providers during consultation period. 11. Reduction in hourly rate for British Sign Language Interpreters following feedback from Clinical Commissioning Group. 12. Increase of Specialist, Qualified Teacher Pension rate to 16.48% following feedback from Providers during consultation period. 13. Reduction in hourly rate for Job Coaches from £29.99 to £20 following further market analysis. 14. Addition of Post-16 Tutor rate in Additional Services menu following feedback from Local Authorities during consultation period. 15. ‘Rounding’ of prices to the nearest whole pound for ease of future use. 16. Increase of National Insurance (NI) contribution to 13.8% (for individual employee earnings over £8,164) following Provider feedback received during consultation period. 17. Amendment of Short-Breaks financial model to enable Providers to receive additional payment during school hours to allow for staff time to carry out such tasks as attend meetings, recording/planning and carry out preparatory visits following feedback from Providers during consultation period. 18. Increased overheads in schools by £500 per Child/Young Person per year to support delivery of Child-specific trained staff to meet the individual needs of the Child/Young Person; for example, peg feeding. 19. Addition of Children’s Homes Lot 3 Children’s Homes, no geographical restrictions following Provider feedback during the consultation period. 20. Reduction of therapy requirements within the Core Service Requirements for Lots 7 and 8 from 2 hours per week to 0.5 hours per week. 21. Alignment of education costs (residential element) to a five-bed Home rather than six-bed Home.   Following a review of all of the feedback received during the second consultation period, further changes were to the Final Commissioning Model (Option One, (revised)).   1. Increased the hourly rate for psychological therapies Additional Service capped price from £55 per hour to £70 per hour, following Provider feedback. New capped price is based on the top of Band 8D of the NHS sale of pay rather than Band 7 to reflect a higher level of qualification and experience. 2. Reduction in transport requirements under the Minimum Core Service Offer to all transport within the host Local Authority of the Placement and one Local Authority immediately adjacent to this. 3. Following requests from Providers, confirmation was given that there is a degree of flexibility around class sizes and that deviation from Minimum Core Service Offer requirements will not be deemed a breach of contract. 4. Confirmation that there is no minimum class size requirement for Post-16 education placements or for the education element where education is provided as part of the Children’s Home placement. Providers must however, ensure that class sizes ensure that Children/Young People are kept safe and educational attainment is promoted. 5. Inclusion of consideration for ‘solo-cover’ Homes following Provider feedback. 6. Clarity that where additional staff are required within Residential Short Breaks services over and above the Minimum Core Service Offer, these will be purchased at capped prices as indicated in Additional Services. 7. Amendment to price reviews to now read:    1. uplift on all capped prices to be considered against RPI in years 2, 4 and 6,    2. if RPI is greater than 4% in any one year for consideration to be given regarding whether additional uplifts are required, and    3. annual uplifts to be made in respect of direct staffing costs only.   Following a review of all of the feedback received during the final consultation period, further changes were made as outlined below, and have been incorporated into this Final Commissioning Model.   * Removal of Volume Based Methodologies/volume discount structures |
| **5.** | **Whole System Feedback** |
|  | A number concerns raised by Providers during the previous consultation period was not directly related to the Commissioning Model but the ‘system’. These included:   * **Quality of the Education Health Care Plans** – Providers indicated the plans were not always clear what services are required or what Additional Services a Child/Young Person needs. * **Some internal Placing Authority Staff not confident enough to identify the needs of the Child/Young Person** – Providers indicated that Council Officers sometimes do not know how to articulate clearly the needs of Children/Young Person. * **Escalation Protocol Required** - Providers indicated that sometimes Additional Services are not identified correctly in their opinion and that they need clear avenues to query this with Placing Authorities.   We have noted this feedback from Providers and in order to address these points Placing Authorities have agreed to take the following actions:   * **Annual Training Programme** - following previous feedback from Providers in April 2016 regarding the quality of the EHC Plans, a regional programme led by Durham County Council was undertaken during year 2016/17. The Lead Authority will feed to Durham, on an annual basis, any new comments received from Providers in order to tailor the next round of training for Local Authorities. * **Assessment Support** -discussionswill take place to establish what support is required for some Council Officers. A plan will be devised to action whatever is agreed within given timescales. * **Devise Regional Protocol -** Local Authorities will provide contact details for escalation purposes where Providers feel that operational teams have not specified Additional Services correctly. These contacts will be incorporated into procurement documentation. |
| **6.** | **Timescale for Procurement** |
|  | Please see below **indicative** procurement timescale. All dates are indicative and subject to change.   |  |  |  | | --- | --- | --- | | 1 | Final Commissioning Model published for a one-week consultation period | 3 July 2017 | | 2 | Consultation period for Final Commissioning Model closes | 9 July 2017 | | 3 | Review of consultation feedback and incorporate any changes | 10 July 2017 | | 4 | Publish Final Commissioning Model and final Feedback document to the Market. Notice published notifying the Market that we are closing the Commissioning Phase and moving into the Procurement Phase | 11 July 2017 | | 5 | Procurement support session | 12 July 2017 | | 6 | Pre-tender event | 17 July 2017 | | 7 | OJEU Notice published and tender documents published to the Market on receipt of notification from the European Commission | 25 July 2017 | | 8 | Tender opportunity closes | 9 October 2017 | | 9 | Evaluation commences | 10 October 2017 | | 10 | Approval to award Contract, November Cabinet | 20 November 2017 | | 11 | Intention to Award notices sent to successful Providers incorporating mandatory 10-day Alcatel stand still period | 29 November 2017 | | 12 | Award notices sent to successful Providers | 11 December 2017 | | 13 | Pre-start activity | 15 January 2018 | | 14 | Contract commences | 1 February 2018 |   **Table 14** |
| **7.** | **Social Value** |
|  | The North East region has made a commitment to consider Social Value within the procurement phase. Newcastle City Council’s has developed an approach to identify Social Value within the commissioning phase therefore the NE12+ Collaborative are utilising the Lead Authority’s approach to Social Value. Newcastle City Councils Social Value Commitment sets out five principles of Social Value, which must form the basis of our Social Value focused activities throughout our commissioning and procurement cycle. These are:   * **Think, Act, Support North East** – thinking about local benefit first * **Community Focused** – thinking about the value that could accrue to whole communities (as distinct from customer or service user groups) * **Ethical Leadership** – thinking about how we make sure our suppliers and their supply chains operate in line with Local Authority principles * **Green and Sustainable** – thinking broadly about the environmental and sustainability aspects of our commissioning * **Enabling Change** – making sure stakeholders have knowledge, information and skills to be able to make Social Value real   Social Value can be built in throughout a commissioning process. Indeed, the best opportunities to drive Social Value appear right at the beginning of the process, before any decisions are made. We can potentially build in Social Value by incorporating it into:   * the overall commissioning model design * the contract requirements; * the specification(s); * the evaluation questions, * contract monitoring arrangements, and * how we apply monitoring findings to inform new commissions.   In order to implement its Commitment, the NE12+ Collaborative has been considering all feedback received during the commissioning phase to determine the best way to incorporate Social Value into the design of NE12+ Phase Two solution from February 2018 onwards.  The key themes identified to date have included:  **Think, Act, Support North East**   * The development of Lotting Structure provides opportunities to upskill local workforce enabling them to deliver inclusive services to Children/Young People with a range of needs * Develop markets to increase the local offer and choice to the Participating Organisations filling current gaps in provision.   **Community Focused**   * Core Service Requirements (Service Specification) has been developed to include requirements for Providers to: * deliver activities that support and enable inclusion in local communities, * have a commitment to robust, multi-agency support planning to deliver positive outcomes including the facilitation of involvement from Health, education and social care, * to establish contact with the relevant Placing Authority Looked After Children's (LAC) Team, Clinical Commissioning Group (CCG) LAC Nurse, Virtual School and Special Education Needs Team as appropriate to the needs and legal status of the Child/Young Person. * provide transition support to promote Young People moving on and being re-introduced into local communities, and * provide allowances to enable after school activities and promote ‘joining in’. * Parent/Carer and Child/Young Person User Survey feedback will be used to inform evaluation criteria.   **Ethical Leadership**   * Contract to include National Living Wage and fair terms and conditions for staff. * Core Service Requirements (Service Specification) has been developed to include requirements for Providers to ensure appropriate learning and development opportunities for all staff. * The Financial Model has been developed to include considerations for pensions and staff training and development.   **Green and Sustainable**   * Contract monitoring systems will be developed to reduce travel associated with monitoring activity – desktop reviews with visits by exception. * Call-Off Alerts will take into consideration travel time and distance for Children/Young People.   **Enabling Change**   * Addition of Social Value requirement within the Award Criteria for the Open Framework Agreement (the Contract). * Tender Ready sessions will incorporate a specific Social Value element to help Providers how they can respond to our Social Value requirements within the tender. * As part of Contract management, specific Social Value workshops will be undertaken with Providers to share best practice and enable Providers to develop their own Social Value commitment. |

**Appendix 1 – Minimum Core Service Offer – all Lots**

|  | **Minimum Core Service Requirement** | **Residential Children's Homes** | | **Department for Education (DfE) registered non-maintained and independent special schools and colleges** | | | | **Residential short breaks** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **Lots 1 Children's Homes** | **Lots 2 Specialist Assessment / Crisis Intervention Homes** | **Lots 1 through 9 Day placements** | **Lots 1 through 9 Weekly boarder placements** | **Lots 1 through 9 Termly Boarder placements** | **Lots 1 through 9 52-week full residential placements** | **Lot 1 Child/Young Person** |
| **1.00** | **General** | | | | | | | |
| **1.01** | Full compliance with the regulatory body appropriate to the legal operation of the Service (for example, Ofsted and/or Care Quality Commission.) | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| **1.02** | Continuous, safe, supervised care and accommodation for the duration of the placement that meets the Child/Young Person's assessed needs in their Plan. | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| **1.03** | Full compliance with all requirements in the Framework Agreement and the Child/Young Person's Plans | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| **1.04** | Delivery of services within a holistic ethos and culture that will support the achievement of positive outcomes for Children and Young People. | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| **1.05** | A commitment to robust, multi-agency support planning to deliver positive outcomes including the facilitation of involvement from Health, education and social care. | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| **1.06** | Delivery of activities that support and enable inclusion in local communities. | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| **1.07** | Robust policies and procedures that are regularly reviewed and updated by qualified Staff to ensure they are relevant and current and in-line with legislation and best practice and for which all Staff receive regular training and updates; these must include policies and procedures for behaviour management, safeguarding and de-escalation techniques. | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| **1.08** | All costs related to Staff attending meetings and reviews, including those held at the Placing Authority’s premises, including Staff travel costs – within the boundaries of the Placement’s host authority and one Local Authority immediately adjacent to this. | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| **1.09** | Strategies to ensure the appropriate and on-going engagement of and input from families / Carers / Parents as partners in designing and delivering Services. | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| **1.10** | Facilitate access to independent advocacy services. | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| **1.11** | Appropriate support during times of transition to reduce anxiety and make the process as comfortable as possible for the Child/Young Person and their Parent/Carer. For clarity, 'times of transition' include a Child/Young Person starting and ending a placement | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| **1.12** | All meals, snacks and food as appropriate and in-line with the type and duration of the placement. (including special dietary needs and all school lunches, including school lunches or lunch money, when the Child/Young Person is attending a school trip/visit). **Note:** Looked After Children may be eligible for free school meals. | Yes | Yes | Excludes school lunches | Yes | Yes | Yes | Excludes school lunches |
| **1.13** | Weekly written updates/reports/assessment reports (as requested by the Placing Authority), for the first 12 weeks, on individual Children/Young People for planning and review meetings; reports to be provided monthly following the first 12 weeks of placement. Examples of reports to be provided on an on-going basis include, but are not limited to:  i. Contribution to the six-monthly Looked After Child report (where the Child/Young Person is looked after), | Yes | Yes | Yes | Yes | Yes | Yes | Upon the request from the Placing Authority, the Provider must provide: • Written case notes for every period of stay • Written contributions to the Child/Young Person’s Plans. This may include but is not limited to: 1. Education, Health and Care (EHC) Plan 2. Looked After Child Plan 3. Child in Need Plan 4. Child Protection Plan 5. Transition Planning meeting All reports and case notes must include a written correlation between the EHC Plan/Social Work assessment and the Child/Young Person’s Plans. |
| **1.14** | Supervised contact within an appropriate facility in the Home (if requested by the Placing Authority). | Yes | Yes | No | Yes | Yes | Yes | No |
| **1.15** | Access to 24-hour management guidance and support; via e-mail, phone or in person as appropriate. | Yes | Yes | No | Yes | Yes | Yes | Yes |
| **1.16** | Local registration with appropriate primary care services; for example, General Practitioner, dentist and optician. | Yes | Yes | No | Yes | Yes | Yes | No |
| **1.17** | Contact is established with the relevant Placing Authority Looked After Children's (LAC) Team, Clinical Commissioning Group (CCG) LAC Nurse, Virtual School and Special Education Needs Team as appropriate to the needs and legal status of the Child/Young Person. | Yes | Yes | No | No | Yes | Yes | No |
| **1.18** | Where the placement is deemed to be a 'placement at a distance' the Provider must fulfil their obligations with the Government's Placement at a Distance protocols. | Yes | Yes | No | Yes | Yes | Yes | Yes |
| **1.19** | Delivery of all services using evidence based therapies, identified by a health professional within the Child/Young Person's Plan. Evidence based therapies must be approved by the National Institute for Health and Care Excellence (NICE). | No | Yes | No | No | No | No | No |
| **1.20** | Premises that are fully adapted to meet the care and accommodation needs of the Child/Young Person, including, hoists and moving and handling equipment. | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| **1.21** | Access to sign-language, interpreters, scribes and amanuensis in line with the Child/Young Person's individual needs. | No | Yes | Yes | Yes | Yes | Yes | Yes |
| **1.22** | Strategies to support Child/Young People with specific needs such as Autism. | No | Yes | Yes | Yes | Yes | Yes | Yes |
| **1.23** | Such requirements as the Child/Young Person may have in order to practice their chosen faith and maintain cultural links. | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| **1.24** | Ensure services operate in such a way so as not to discriminate on the grounds of: • age, • being or becoming a transsexual/transgender person, • being married or in a civil partnership, • being pregnant or on maternity leave, • disability, • race including colour, nationality, culture, ethnic or national origin, • religion, belief or lack of religion/belief, or • gender | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| **1.25** | Access to non-evidence based therapies as approved by the Placing Authority and identified in the Child/Young Person's Plan. Non-evidenced based therapies include but are not limited to: • equine therapy • Lego therapy • canine therapy | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| **1.26** | Support all Children/Young People to contribute and represent their views, verbally and physically. | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| **2.00** | **Staffing** | | | | | | | |
| **2.01** | Every Child/Young Person will have an allocated Key Worker. | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| **2.02** | The Provider will ensure that a member of Staff that knows the Child/Young Person and their needs attends reviews for statutory Plans and multi-agency meetings if requested by the Placing Authority. | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| **2.03** | Provide Staff who are appropriately skilled and qualified to meet and manage the needs and behaviours of the Children/Young People to be placed and the cohort of Children/Young People that is defined in the Provider's Statement of Purpose. This includes but is not limited to Staff who are: i. qualified to a level to meet requirements of appropriate regulatory bodies such as Ofsted, | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
|  | ii. trained in de-escalation, positive behaviour and restraint techniques, | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
|  | iii. trained in medicine management and the administration of controlled and prescription medications, | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
|  | iv. trained in substance misuse (including misuse of new psychoactive substances/legal highs), | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
|  | v. trained in managing difficult/challenging behaviour, | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
|  | vi. trained in Child Sexual Exploitation, | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
|  | vii. trained in PREVENT or equivalent de-radicalisation techniques, | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
|  | viii. trained in supporting Children/Young People with learning disabilities and autism, | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
|  | ix. trained in supporting Children/Young People with physical disabilities, | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
|  | x. trained in lifting and manual handling, | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
|  | xi. trained in safeguarding (Children and Adults as appropriate to the needs of the Children/Young people who use the setting), | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
|  | xii. trained in Health and Safety, | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
|  | xiii. trained in Deprivation of Liberty (DOLs) guidance, | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
|  | xiv. trained to act as an 'appropriate adult' in police stations in line within the Police and Criminal Evidence (PACE) Act guidance. | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
|  | xv. Trained to use, monitor and maintain prescribed aids. | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
|  | xvi. e-safety | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
|  | xvii. anti-bullying | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| **2.04** | Child-specific trained staff to meet the individual needs of the Child/Young Person; for example, peg feeding | No | No | Yes | Yes | Yes | Yes | Yes |
| **2.05** | All management and administrative work. | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| **2.06** | Staff who have access to appropriate advice, guidance, current research and Continuous Professional Development. | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| **2.07** | Appropriate adult work in Police stations in-line with guidance https://www.gov.uk/guidance/appropriate-adults-guide-for-youth-justice-professionals | Yes | Yes | No | No | No | No | No |
| **2.08** | Staff who receive regular support and supervision from Senior Managers and professional bodies. This includes clinical supervision relevant to roles and the direct delivery of services to Children/Young People. | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| **2.09** | Staff ratios as described in the Proposed Commissioning Model for the relevant Lot. | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| **2.10** | Waking night staff as described in the Proposed Commissioning Model for the relevant Lot. | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| **2.11** | Costs related to Court attendance by Staff and/or the Child/Young Person. | Yes | Yes | No | Yes | Yes | Yes | No |
| **2.12** | Staff costs to search for, collect and return absconding, missing or vulnerable Children/Young People to placement. | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| **2.13** | To facilitate the appropriate completion of return from missing interviews, including where appropriate and requested by the Placing Authority, to carry out the return from missing interview. | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| **2.14** | Staff to maintain professional registration for any qualification appropriate to their role. | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| **2.15** | Where appropriate and part of the agreed curriculum, off-site learning and enhanced staffing in-line with relevant risk assessments. | No | No | Yes | Yes | Yes | Yes | No |
| **2.16** | Access to specialist teachers and support Staff who are trained, skilled and qualified to support the needs of Children/Young People with special educational needs who attend the Setting; including but not limited to teachers who are trained, skilled and qualified to support Children/Young People with the following needs: • Autistic spectrum disorder (ASD), • Social, emotional and mental health (SEMH) needs,  • Complex learning difficulties, • Severe leaning difficulties, • Profound and multiple learning difficulties, • Physical disabilities, • Learners with medical needs, • Sensory disability and communication needs, (including speech and language, hearing impairment, visual impairment and/or multi-sensory impairment), • Specific learning difficulties, and • Challenging behaviours | No | No | Yes | Yes | Yes | Yes | No |
| **3.00** | **Preparation for adulthood/independence** | | | | | | | |
| **3.01** | Provide support to the Child/Young Person to prepare for adulthood, in accordance with their Pathway/Transition Plan, working alongside other organisations to support the personal development of the Child/Young Person. | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| **3.02** | Work in partnerships with the Child/Young Person and their placing professional to provide activities that are designed to teach and support the Child/Young Person to develop their life skills and self-confidence. | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| **3.03** | Facilitate the setting up of a bank account for the Child/Young Person. | Yes | Yes | No | No | No | Yes | No |
| **3.04** | Assisting the Child/Young Person to manage their finances appropriately. | Yes | Yes | No | Yes | Yes | Yes | Yes |
| **3.05** | Enabling the Child/Young Person to travel independently, or transport them, to and from college, training courses, apprenticeships and/or work – within the boundaries of the Placement’s host authority and one Local Authority immediately adjacent to these. | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| **3.06** | Provide assistance to look for suitable jobs, further training and/or education. | Yes | Yes | Yes | Yes | Yes | Yes | No |
| **3.07** | Support the Child/Young Person to find suitable accommodation when leaving care, working with the Placing Authorities to do so. | Yes | Yes | No | Yes | Yes | Yes | No |
| **3.08** | Ensure access to regular activities that will prepare Children/Young People for adulthood and appropriate destinations on leaving care/education. | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| **3.09** | Provide an environment that has a focus on promoting independence, self-regulation, self-help skills, appropriate behaviours and social/communication skills. | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| **3.10** | Individual programmes of work/assistance/preparation for independence/preparation for a family placement. | Yes | Yes | Yes | Yes | Yes | Yes | No |
| **3.11** | Appropriate support to ensure the continuity of any on-going, individual programmes of work/assistance/preparation for independence. | No | No | Yes | Yes | Yes | Yes | Yes |
| **3.12** | Access to impartial careers and employability advice and guidance delivered by a qualified Careers Education Information, Advice and Guidance (CEIAG) professional at level 6 of CEIAG. | No | No | Yes | Yes | Yes | Yes | No |
| **4.00** | **Allowances** | | | | | | | |
| **4.01** | Levels of these allowances will be appropriate to the age, gender and cultural needs of the Child/Young Person in placement. Allowances may be given on a weekly basis or in appropriate increments throughout the year to the equivalent level of the maximum weekly allowance. The Provider must pay an allowance to the Child/Young Person for the following aspects. Any additional payments for Allowances will be made at the discretion and at the full cost to the Provider: i. Pocket money (weekly) a minimum of £7 per week | Yes | Yes | No | Yes | Yes | Yes | No |
|  | ii. Toiletry allowance (weekly) to include all toiletries, skin care products, hair products and haircuts, a minimum of £4 per week, | Yes | Yes | No | Yes | Yes | Yes | No |
|  | iii. Birthday/Christmas/festival presents, a minimum of £4 per week, | Yes | Yes | No | Excludes Christmas | Excludes Christmas | Yes | No |
|  | iv. Activities, a minimum of £15 per week, and | Yes | Yes | No | Yes | Yes | Yes | No |
|  | v. Incentives, a minimum of £5 per week. | Yes | Yes | No | Yes | Yes | Yes | No |
| **4.02** | Allocate a weekly savings allowance for the Child/Young Person in accordance with the Placing Authority's agreed saving protocol for Children in care (for a Looked After Child). This agreement will be made at the point of placement and subsequent Individual Placement Agreement review meetings. | Yes | No | No | Yes | Yes | Yes | No |
| **5.00** | **Facilities, equipment, resources and physical environment** | | | | | | | |
| **5.01** | School books and education equipment where required to supplement learning; for example, through home tuition. | Yes | Yes | No | No | Yes | Yes | No |
| **5.02** | Access to a computer and the internet within the Home. Although there may be a shared computer/device within the Home each Child/Young Person should have access to a computer/device for their own use. All computers/devices must ensure safe usage and effective studying. Any computer/device in a shared space must be located in a quiet place. | Yes | Yes | No | Yes | Yes | Yes | Yes |
| **5.03** | Resources and equipment to meet religious needs. | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| **5.04** | Resources and equipment, within reason, to support the Child/Young Person to develop their interests and talent. | Yes | Yes | No | Yes | Yes | Yes | No |
| **5.05** | Costs associated with homework assignments, extracurricular activities and school trips/activities. | Yes | Yes | No | Yes | Yes | Yes | No |
| **5.06** | Any Residential Short Break Provider providing Residential Short Break services for Children/Young People with medical needs will need to provide basic equipment to meet those needs; for example, appropriate bathing facilities, rise and fall beds with appropriate rails and hoist and slings (individual Children/Young People may bring their own slings if they wish). Where there is a need for larger items of equipment that are tailored for individual Children/Young People (for example, air-flow mattress) the Placing Authority will negotiate a level of additional funding to cover the cost of these items. It is expected Children/Young People would have their own portable, personal medical equipment; for example, feeding pumps and c-pap machine. | No | No | No | No | No | No | Yes |
| **5.07** | Equipment and resources that enable Children/Young People with complex communication difficulties to fully participate in their Short-break. | No | No | No | No | No | No | Yes |
| **5.08** | Each Child/Young Person to have their own bedroom unless agreed in advance with the Placing Authority; and to have the ability to personalise their bedroom. | Yes | Yes | No | Yes | Yes | Yes | Yes |
| **5.09** | Appropriate, private and hygienic facilities appropriate to the needs of the Child/Young Person. | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| **5.10** | Low stimuli environments and regular access to quiet rooms for de-escalation and time out. | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| **5.11** | Access to appropriate IT, specialist software technology support and equipment, including regular updates as required/as appropriate to individual Child/Young Person's needs. | No | No | Yes | Yes | Yes | Yes | No |
| **5.12** | Environments designed to support hearing impaired, visually impaired and multi-sensory impaired Children/Young People. | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| **5.13** | Access to orthotics. | No | No | Yes | Yes | Yes | Yes | No |
| **5.14** | Access to wheelchair services. | No | No | Yes | Yes | Yes | Yes | No |
| **5.15** | Specialist sensory equipment to access the curriculum including technical aids. | No | No | Yes | Yes | Yes | Yes | No |
| **5.16** | The placement must be within an acceptable travelling time from the Child/Young Person's home address (or, in the case of a residential placement, within an acceptable travelling time from the Child/Young Person's residence), in line with Home to School Transport Guidance from the Department for Education. | No | No | Yes | Yes | Yes | Yes | Yes |
| **5.17** | Provision of Wi-Fi services with consideration of safe access and the needs of the Child/Young Person. | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| **6.00** | **Clothing** | | | | | | | |
| **6.01** | It is expected that all Children/Young People will arrive at a placement with a basic level of clothing. Where this is not the case the Placing Authority will provide the Provider with Contingency funds (over and above the cost of the Placement) to purchase a basic set of clothing for the Child/Young Person within the first seven days of the placements. The Provider will provide, within the Core Cost of the Placement, a weekly clothing allowance for the Child/Young Person equivalent to a minimum of £10 per week. This clothing allowance must be used to cover the provision of: | Yes | Yes | No | Yes | Yes | Yes | No |
|  | i. a full school uniform where a Child/Young Person arrives at the Home without one, including PE uniform, | Yes | Yes | No | Yes | Yes | Yes | No |
|  | ii. replacement school uniform including PE uniform, | Yes | Yes | No | Yes | Yes | Yes | No |
|  | iii. basic clothing for the Child/Young Person, including footwear and replacement clothing as and when required; this includes summer and winter wardrobes,, | Yes | Yes | No | Yes | Yes | Yes | No |
|  | iv. any clothing for leisure activities taken domestically or abroad; for example, swimwear, and | Yes | Yes | No | Yes | Yes | Yes | No |
|  | v. glasses, hearing aids and dental equipment (for example, braces and retainers). **Note:** many Children/Young People, including those that are LAC, will have free access to glasses, hearing aids and dental equipment through the National Health Service (NHS). | Yes | Yes | No | Yes | Yes | Yes | No |
| **7.00** | **Activities, sports, leisure and trips** | | | | | | | |
| **7.01** | It is expected that the Child/Young Person will have the opportunity to participate in regular activities organised by the Provider, and attended by the staff, and that these will be only organised outside of school hours. These activities should include adventure activities and other types of activities that will provide entertainment, education, fun and adventure. Activities should be appropriate to the age, gender, ability and cultural needs of the Children/Young People in placement and provide opportunity to participate in community activities. | Yes | Yes | No | Yes | Yes | Yes | Yes |
| **7.02** | All leisure activities and hobbies, including materials, equipment, clothing and tuition costs. | Yes | Yes | No | Yes | Yes | Yes | Yes |
| **7.03** | Day trips and activities away from the Home, including any additional staffing/support, travel, food and accommodation. | Yes | Yes | No | Yes | Yes | Yes | No |
| **7.04** | Costs to attend school outings and trips. | Yes | Yes | No | Yes | Yes | Yes | No |
| **7.05** | Individual sports or hobby equipment, within reason, such as a tennis racket, football, cricket bat, musical instruments. | Yes | Yes | No | Yes | Yes | Yes | No |
| **7.06** | Where agreed with the Parent/Carer and/or Placing Authority, the provider will support the Child/Young Person to attend regularly scheduled activities that they would normally attend if they were not in placement. | Yes | Yes | No | Yes | Yes | Yes | Yes |
| **8.00** | **Communication and travel** | | | | | | | |
| **8.01** | The Provider is required to undertake all travel/transport costs (including taxis, staff escorts, toll fees and approved contact visits (up to two contact visits per month)) for the Children/Young People placed with them – within the boundaries of the Placement’s host authority and one Local Authority immediately adjacent to these. | Yes | Yes | No | Yes | Yes | Yes | Yes |
| **8.02** | Transport costs outside of the area defined in 8.01 above will be agreed between the Placing Authority and Provider on an individual basis but will not exceed the Inland Revenue recommended rates. | Yes | Yes | No | Yes | Yes | Yes | Yes |
| **8.03** | Further to 8.01 above taxi arrangements that are requested after the start of a Placement and are not as a direct result of a change in a Child/Young Person's Plan will not be considered for payment by the Placing Authority and will need to be funded in full by the Provider. Where taxi arrangements are agreed in consultation between the Placing Authority and Provider the cost will be shared by the Placing Authority and Provider on a 50/50 basis. For the avoidance of doubt, all taxi costs within the area as defined in 8.01 above will remain the full financial responsibility of the Provider. | Yes | Yes | No | Yes | Yes | Yes | No |
| **8.04** | Unlimited UK landline telephone calls to immediate family members and appropriate others as identified in the IPA. | Yes | Yes | No | Yes | Yes | Yes | Yes |
| **8.05** | Unlimited telephone calls to the professionals and services involved with the Child/Young Person’s education, Health and/or care. | Yes | Yes | No | Yes | Yes | Yes | Yes |
| **8.06** | Unrestricted access to ‘ChildLine’, Ofsted and the Placing Authorities Complaints Officer. | Yes | Yes | No | Yes | Yes | Yes | Yes |
| **8.07** | Other telephone calls within reason. | Yes | Yes | No | Yes | Yes | Yes | Yes |
| **8.08** | The Provider will, within the Core Cost, provide a basic mobile phone, and regular ‘top-ups’, for the Child/Young Person, if deemed appropriate by the Child/Young Person’s Social Worker. The phone does not need to have internet access. Replacement mobile phones can be funded by pocket money allowance in agreement with the Child/Young Person. | Yes | Yes | No | No | No | Yes | No |
| **8.09** | Day school outings and visits. | Yes | Yes | No | Yes | Yes | Yes | No |
| **8.10** | All transport and parking costs for regular and planned hospital/doctor/GP visits. | Yes | Yes | No | Yes | Yes | Yes | Yes |
| **8.11** | All transport costs to collect and return absconding, missing or vulnerable Children/Young People to placement. | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| **8.12** | Appropriately, and in a timely manner, report Children/Young People who go missing. | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| **8.13** | Alternative means of communication throughout the school day; including assistive and augmented communication. | No | No | Yes | Yes | Yes | Yes | No |
| **8.14** | Communication aids with regular programming and updating as and when required | No | No | Yes | Yes | Yes | Yes | No |
| **8.15** | Where a Placement includes education and care, all travel between the Child/Young Person's place of residence with the Provider and their place of education with the Provider | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| **9.00** | **Education** | | | | | | | |
| **9.01** | Access to careers education by a suitably qualified and experienced professional. | No | No | Yes | Yes | Yes | Yes | No |
| **9.02** | Training on how to travel independently. Wherever possible and where indicated in a Child/Young Person's Plan | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| **9.03** | A highly structured environment and high-level of predictability throughout the school day | No | Yes | Yes | Yes | Yes | Yes | No |
| **9.04** | Full access to the national curriculum or a curriculum that is agreed with the Placing Authority and suitable to the individual assessed needs and aspirations of the Child/Young Person; including Personal , Social, Health and Education (PSHE)/personal development opportunities | No | Yes | Yes | Yes | Yes | Yes | No |
| **9.05** | A level of educational curriculum that is in line with statutory curriculum requirements and the Child/Young Person's Individual Education Plan/Personal Education Plan | No | Yes | Yes | Yes | Yes | Yes | No |
| **9.06** | Pre-16 Day Placements will provide up to 25 hours teaching per week, with a Monday to Friday timetable within term time (38 weeks per year) in line with Key Stage statutory requirements and the individual Child/Young Person's needs; there will be up to five additional hours per week for personal care, meals or other non-directed activities as required | No | No | Yes | Yes | Yes | Yes | No |
| **9.07** | Access to a study programme, which includes work experience and Guided Learning hours appropriate to the Child/Young Person's ability and support needs | No | Yes | Yes | Yes | Yes | Yes | No |
| **9.08** | Access to a sensory curriculum in line with the Child/Young Person’s individual needs identified in their EHC Plan/SEN Statement. | No | No | Yes | Yes | Yes | Yes | No |
| **9.09** | A curriculum broken down into very small steps and with sensory stimulation as appropriate to the Child/Young Person’s needs. | No | Yes | Yes | Yes | Yes | Yes | No |
| **9.10** | Facilitate effective communication and interaction through the provision of a specific programme which covers three or more areas of communication throughout the day. The programme should ensure the understanding of instruction and tasks and modify language. | No | No | Yes | Yes | Yes | Yes | No |
| **10.00** | **Health** | | | | | | | |
| **10.01** | Access to nursing care services as appropriate to meet the needs of Children/Young People in Placement. | No | No | Yes | Yes | Yes | Yes | No |
| **10.02** | Support to access appropriate public health services according to the Child/Young Person’s needs; for example, smoking cessation, sexual health and weight management programmes, dependent on the Child/Young Person’s needs and abilities. | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| **10.03** | Therapeutic support following a clinical assessment (delivered as part of a learning programme or strategies included in individual plans or via direct contact with a therapist) up to an average of two hours per week per Child/Young Person across the term; except for Lots 8 and 9 which is up to 0.5 hours per week. Therapies to include but not be limited to: • Speech and language therapy, • Occupational therapy, • Psychological therapy, • Rebound therapy, • Hydrotherapy, • Light and sound therapy, • Child and Adolescent Mental Health Services (CAMHS) therapy, • Learning disabilities CMAHS therapy, • Physiotherapy, • Passive movement programmes, • Art therapy, • Music therapy, and • Drama therapy. | No | No | Yes | Yes | Yes | Yes | No |
| **10.04** | Access to trained Healthcare Staff and a system for clinical governance and training for individual clinical procedures. | No | No | Yes | Yes | Yes | Yes | No |
| **10.05** | On-going servicing of medical equipment and aids | No | No | Yes | Yes | Yes | Yes | No |
| **10.06** | Necessary aids and equipment to support the Child/Young Person’s wellbeing. | No | No | Yes | Yes | Yes | Yes | No |

**Appendix 2. Staffing requirements for all Lots**

**Minimum Core Service Offer, Staffing levels:**

Providers will be expected to maintain the following staffing levels within the standard cost of a placement for the full duration of the placement.

**A) Non-Maintained and Independent Special Schools and Colleges Pre-16:**

**Minimum Core Service Offer, staffing levels:**

Providers will be expected to maintain the following staffing levels within the standard cost of a Placement for the full duration of the Placement.

|  |  |  |
| --- | --- | --- |
|  | **Class size to be no greater than the number of Children/Young People shown below unless agreed in advance by the Placing Authority.** | **Minimum residential Care Support staff: Child/Young People ratio during residential care hours** |
| **Lot 1 – Autistic Spectrum Disorder (ASD – mild to moderate)** | **Five** Children/Young People; each Child/Young Person to receive up to 1/5 of Learning Support Assistant (LSA) time as required | 1 Staff: 2 Children/Young People at all times during waking hours (7am - 11pm) when Children/Young People are present in the Home. 2 members of staff on duty at all times during sleeping hours (11pm - 7am) which includes up to one member of Staff being a waking night as appropriate to the needs of Children/Young People in Placement. |
| **Lot 2 – ASD with social, emotional and mental health (SEMH) issues** | **Four** Children/Young People; each Child/Young Person to receive up to 1/4 of Learning Support Assistant time as required | 1 Staff: 2 Children/Young People at all times during waking hours (7am - 11pm) when Children/Young People are present in the Home. 2 members of staff on duty at all times during sleeping hours (11pm - 7am) which includes up to one member of Staff being a waking night as appropriate to the needs of Children/Young People in Placement. |
| **Lot 3 – ASD with complex learning difficulties or severe learning difficulties** | **Four** Children/Young People; each Child/Young Person to receive up to 1/2 of Learning Support Assistant time as required | 1 Staff: 2 Children/Young People at all times during waking hours (7am - 11pm) when Children/Young People are present in the Home. 2 members of staff on duty at all times during sleeping hours (11pm - 7am) which includes up to one member of Staff being a waking night as appropriate to the needs of Children/Young People in Placement. |
| **Lot 4 – Social, Emotional and Mental Health (SEMH) issues** | **Five** Children/Young People; each Child/Young Person to receive up to 1/5 of Learning Support Assistant time as required | 1 Staff: 2 Children/Young People at all times during waking hours (7am - 11pm) when Children/Young People are present in the Home. 2 members of staff on duty at all times during sleeping hours (11pm - 7am) which includes up to one member of Staff being a waking night as appropriate to the needs of Children/Young People in Placement. |
| **Lot 5 – Profound and multiple learning difficulties / severe learning difficulties** | **Four** Children/Young People; each Child/Young Person to receive up to 1/2 of Learning Support Assistant time as required | 1 Staff: 2 Children/Young People at all times during waking hours (7am - 11pm) when Children/Young People are present in the Home. 2 members of staff on duty at all times during sleeping hours (11pm - 7am) which includes up to one member of Staff being a waking night as appropriate to the needs of Children/Young People in Placement. |
| **Lot 6 – Physical Disability or medical disability** | **Five** Children/Young People; each Child/Young Person to receive up to 1/5 of Learning Support Assistant time as required | 1 Staff: 2 Children/Young People at all times during waking hours (7am - 11pm) when Children/Young People are present in the Home. 2 members of staff on duty at all times during sleeping hours (11pm - 7am) which includes up to one member of Staff being a waking night as appropriate to the needs of Children/Young People in Placement. |
| **Lot 7 – Significant sensory disability and communication needs (speech and language / hearing impairment / visual impairment / multi-sensory impairment)** | **Six** Children/Young People; each Child/Young Person to receive up to 1/6 of Learning Support Assistant time as required | 1 Staff: 2 Children/Young People at all times during waking hours (7am - 11pm) when Children/Young People are present in the Home. 2 members of staff on duty at all times during sleeping hours (11pm - 7am) which includes up to one member of Staff being a waking night as appropriate to the needs of Children/Young People in Placement. |
| **Lot 8 – Specific learning difficulties (SpLD)** | **Six** Children/Young People; each Child/Young Person to receive up to 1/6 of Learning Support Assistant time as required | 1 Staff: 2 Children/Young People at all times during waking hours (7am - 11pm) when Children/Young People are present in the Home. 2 members of staff on duty at all times during sleeping hours (11pm - 7am) which includes up to one member of Staff being a waking night as appropriate to the needs of Children/Young People in Placement. |
| **Lot 9 – Moderate Learning Difficulties (MLD) with associated challenging behaviour** | **Five** Children/Young People; each Child/Young Person to receive up to 1/5 of Learning Support Assistant time as required | 1 Staff: 2 Children/Young People at all times during waking hours (7am - 11pm) when Children/Young People are present in the Home. 2 members of staff on duty at all times during sleeping hours (11pm - 7am) which includes up to one member of Staff being a waking night as appropriate to the needs of Children/Young People in Placement. |

All classes to have one Specialist, Qualified Teacher and one Learning Support Assistant at all times when Children/Young People are present, except Lots three and five which have one Specialist, Qualified Teacher and two Learning Support Assistants at all times when Children/Young People are present.

Additional 1:1 support, for curriculum hours, to be purchased by the Placing Authority if the Child/Young Person's EHC Plan indicates they need greater than the level of Learning Support Assistant time provided within the Minimum Core Service Offer as indicated above. Additional hours to be purchased from Additional Services.

When a Child/Young Person's EHC Plan indicates they need higher staffing ratios during residential hours the Placing Authority will purchase additional 1:1 hours from Additional Services.

Providers will continue to be funded to staff residential settings at the above staffing ratios 24-hours per day. However, when there are no Children/Young People present in the Home during education hours, the Provider may operate with a reduced staffing ratio. This flexibility will enable the Provider to staff the Home in a responsive way to provide additional Staff during evening hours whilst maintaining an overall staffing ratio of 1 Staff: 2 Children/Young People over a 24-hour period.

Providers will be allowed a degree of flexibility regarding class sizes to allow for school admission and curriculum planning processes. Where a Child/Young Person is receiving education in a class of a size different than indicated in the Minimum Core Service Offer, the Providers must notify the Placing Authority and ensure that, where the class size is greater or less than indicated, assessments have been carried out. Class sizes must ensure the safety of Children/Young People and promote positive outcomes.

**B) Non-Maintained and Independent Special Schools and Colleges Pre-16:**

**Minimum Core Service Offer, staffing levels:**

Please see section 3.1.2 above.

**C) Residential Children’s Homes**

**Minimum Core Service Offer, staffing levels:**

Providers will be required to maintain the following staffing levels for all Placements:

|  |  |
| --- | --- |
| **Lots 19 and 21,**  One-bed Homes | 2 staff: 1 Child / Young Person at all times during waking hours (7am-11pm) when children are present in the Home.  2 members of staff on duty at all times during sleeping hours (11pm – 7am) with up to one member of staff being a waking night |
| **Lots 19 and 21,**  Two-bed Homes | 1 staff: 1 Child / Young Person at all times during waking hours (7am-11pm) when children are present in the Home.  2 members of staff on duty at all times during sleeping hours (11pm – 7am) with up to one member of staff being a waking night. |
| **Lots 19 and 21,**  Three-bed Homes and larger | 1 Staff: 2 Children/Young People at all times during waking hours (7am - 11pm) when Children/Young People are present in the Home. 2 members of staff on duty at all times during sleeping hours (11pm - 7am) with up to one member of Staff being a waking night as appropriate to the needs of Children/Young People in Placement. |
| **Lot 20,**  all Homes | 2 staff: 1 Child / Young Person at all times during waking hours (7am-11pm) when children are present in the home.  2 members of staff on duty at all times during sleeping hours (11pm – 7am) with up to one member of staff being a waking night. |

Ofsted deem the use of ‘solo-cover’ Homes with floating support to be appropriate where relevant risks assessments have been carried out. Providers who operate ‘solo-cover’ Homes with floating staff support will need to evidence to the Placing Authority, prior to the Child/Young Person being placed, that this level of staffing ensures the safety of the Child/Young Person in Placement and promotes positive outcomes.

Providers will continue to be funded to staff settings at the above staffing ratios 24-hours per day. However, when there are no Children/Young People present in the Home during education hours, the Provider may operate with a reduced staffing ratio.

This flexibility will enable the Provider to staff the Home in a responsive way to provide additional Staff during evening hours whilst maintaining staffing ratio as required in the Core Service Requirements.

**D) Residential Short Breaks**

**Minimum Core Service Offer, staffing levels:**

Providers will be required to maintain the following staffing levels for all Placements:

|  |  |
| --- | --- |
| **Lot 22,**  Band 1 –  1 staff:2 Children/Young People | 1 staff: 2 Children / Young People at all times during waking hours (7am-11pm) when children are present in the Home.  2 members of staff on duty at all times during sleeping hours (11pm – 7am) with up to one member of staff being a waking night. |
| **Lot 22,**  Band 2 –  1 staff:1 Child/Young Person | 1 staff: 1 Child / Young Person at all times during waking hours (7am-11pm) when children are present in the Home.  2 members of staff on duty at all times during sleeping hours (11pm – 7am) with up to one member of staff being a waking night. |

Where a Child/Young Person is in education while attending a Short Break, the Placing Authority will purchase up to an additional two hours of time (at an RCO rate), per Child/Young Person, per day from the Provider during education time to allow for staff time to carry out such tasks as attend meetings, recording/planning and carrying out preparatory visits when Children/Young People are not present in the Short Break Unit.

Providers will continue to be funded to staff settings at the above staffing ratios 24-hours per day. However, when there are no Children/Young People present in the Home during education hours, the Provider may operate with a reduced staffing ratio.

This flexibility will enable the Provider to staff the Home in a responsive way to provide additional Staff during evening hours whilst maintaining staffing ratio as required in the Core Service Requirements.

1. Residential Children’s Homes include those registered with the appropriate regulatory body; for example, Ofsted, Care Quality Commission or Care Inspectorate Scotland in order to be eligible to apply to the Open Framework Agreement (the Contract).

   Non-premises based Homes, such as mobile settings, and Homes that operate on a letting arrangement, that prior to May 2017, were required to be registered with Ofsted and are now categorised by Ofsted as unregulated, are still eligible to apply to the Open Framework Agreement (the Contract). [↑](#footnote-ref-1)
2. See footnote 1 above [↑](#footnote-ref-2)