

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

**Revised Final Commissioning Model (06.04.2017)**

April 2017

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| **1.** | **Consultation Instructions** |
|  | **The Proposed Commissioning Model as detailed under Option 1 (revised) is open for a nine-week period of consultation from Monday, 10 April 2017 – Monday, 12 June 2017.**The NE12+ Collaborative are consulting with Providers and stakeholders on Option 1 (revised) in order to make a determination as to whether this model is sustainable for the market. During the nine-week consultation the NE12+ Local Authorities will carry out a financial modelling exercise for Option 1 (revised) and will provide feedback to the Lead Authority as to whether this is a viable model for Participating Organisations. |
| **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 East Commissioning Service (NECS). The Local Authorities and CCGs discussed the need to review how they commissioned all placement types for Children and Young People including placements in Independent Children’s Residential Homes and Non-Maintained and Independent Special Schools and Colleges. 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, Independent Children’s Residential Homes for Children and Young People 0 – 18 years, and3. 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 (for example, 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 that the Proposed Final Commissioning Model is affordable and sustainable for all parties.On 1 March 2017 the NE12+ Collaborative published a Proposed Final Commissioning Model for a two-week consultation feedback. 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 sustainable for Providers and financially viable for Participating Organisations. After consideration of all feedback received, the following changes have been made to the original Option 1 presented to the market for consultation on 1 March 2017:1. 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.
 |
| **2.2.1** | **The Procurement Solution**Following feedback and advice from legal representatives from the Participating Organisations, the NE12+ Collaborative are proposing to run a bespoke tender process under the Public Contract Regulations 2015, within the Social and Other Specific Services Procurement Route. The proposed Open Framework Agreement will provide a flexible solution to bring new Providers and Settings onto the Framework Agreement during the life of the contract. We are proposing to open the Framework Agreement for applications two times in the first year and one time each year after that.**Length of Solution**We are proposing that the length of this procurement solution will be four years plus 2 x 12-month options to extend. **Price Reviews**We are proposing to include a price review in years two, four and six using Retail Price Index (RPI).**Call-off Procedures** Call-off against the Framework Agreement 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 Schools and Colleges the Placing Authority has a statutory obligation to consider Parental Preference. Within the Framework Agreement we will introduce the ability to make placements in these settings via Direct Awards to Providers on the Framework Agreement following evidence of an informed Parental Preference. We will promote the Framework Agreement 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. Direct Awards based on Parental Preference must evidence that the Parental Preference has been made following a full exploration of all options and is therefore an ‘informed choice’. This Direct Award process will reduce the administrative burden on Framework Agreement Providers while ensuring that Parents/Carers are given a fair choice. Where Parental Preference identifies a Provider who is not on the Phase 2 Framework Agreement, there will be 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**Financial Models presented do not take into account of those services where a high number of placements are purchased. For these service levels we propose to introduce a volume based methodology across the Framework Agreement. Two options for volume based methodologies were presented to the market in our Proposed Final Commissioning Model published on 1 March 2017. Feedback received indicated that the preferred option for volume based methodologies is option 1. Therefore the proposal is that the Framework Agreement will use a volume discount model. Providers will be required to insert pricing at the point of tender for number of placements within the specific bandings below, for each placement Lot and Band. The expectation will that at the point of tender Providers submit rates showing consideration of a cost volume discount for bands b), c) and d) below: a) 0 – 10 placements (the financial models detailed in this document reflect pricing for the level of placements within this band), b) 11 – 20 placements, c) 21 – 30 placements and d) 30+ placements **Volume Reviews**We are proposing to include a volume review in years two, four and six**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 Framework Agreement 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 rates as detailed in section 5 below for the relevant Lot/Band and must cover the delivery of all Core Service 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 Core Service Requirements. 1. **Contingency Arrangements**

An additional payment that the Placing Authority may agrees that the Provider can put in place immediately 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 Arrangement payments 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 136 hours LSA per week5 hours teacher per week2 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 rate2 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 Participating Organisations will transfer onto this Framework Agreement 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 Framework Agreement.  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 Framework Agreement shall supersede all previous contracts between the Participating Organisations and the Provider in relation to these Services unless the Parties to those other contracts agree otherwise in writing. |
| **3.** | **Summary of contract opportunities – Option 1 (revised)** |
| **3.1** | **Lots to be presented to the market**The contract will be presented across three Service areas: 1. Non-Maintained and Independent Special Schools and Colleges,
2. Residential Children’s Homes, and
3. Residential Short Breaks.

The three Service areas will be further divided into a number of Lots:1. Non-Maintained and Independent Special Schools and Colleges – 9 Lots,
2. Residential Children’s Homes – 3 Lots, and
3. Residential Short Breaks – 2 Lot.

Providers can apply to be appointed to as many, or as few, of these Lots as they choose. Providers will be appointed to the Framework Agreement, within their specific Lots, following successful evaluation. Providers do not need to provide services under all of the above Lots, but in order to be successfully appointed to any Lot, must evidence that they can meet all of the Core Service Requirements relevant to that Lot. |
| **3.1.1** | **Non-Maintained and Independent Special Schools and Colleges****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** |
| **3.1.2** | **Ofsted registered Independent Residential Children’s Homes****Lotting Structure:**

|  |
| --- |
| **Residential Children’s Homes** |
| Lot 1 | Children’s Homes, geographical restrictions |
| Lot 2 | Specialist Assessment / Crisis Intervention Homes |
| Lot 3 | Children’s Homes, no geographical restrictions |

**Table 7** |
| **3.1.3** | **Residential Short Breaks****Lotting Structure:**

|  |
| --- |
| **Residential Short Breaks** |
| Lot 1 | Child/Young Person Short Break |

**Table 8** |
| **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.**1) Non-Maintained and Independent Special Schools and Colleges – all Lots*** No geographical restrictions.

**2) Ofsted registered Independent Residential Children’s Homes – Lot 1**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

**2) Ofsted registered Independent Residential Children’s Homes – Lots 2 and 3*** No geographical restrictions.

**3) Residential Short Breaks*** No geographical restrictions.
 |
| **4.** | **Core Service Requirements – Option 1 (revised)** |
|  | Following consultation the Core Service Requirement for each Service area has been designed to reflect minimum requirements. This model reflects the standard of service that **must** be delivered by the Provider to every Child/Young Person placed through the solution. The Core Service Requirements for each Service area and Lot can be found at Appendix 2.In addition to the Core Service Requirements detailed at Appendix 2, each Lot has specific requirements in relation to staffing and 1:1 support levels. Details of the staffing and 1:1 support requirements for Option 1 (revised) can be found at Appendix 3. |
| **4.1** | **Pre and Post-16 Education Provision Service Levels**Placements for pre-16 Learners are required to meet the statutory offer of 25 hours per week education, plus 5 hours per week additional support hours.Education provision for post-16 Learners will vary depending on the needs of the Learner as defined in the Education, Health and Care Plan but, as a minimum, will be required to be in-line with Education Funding Agency guidance of 545 guided learning hours for full-time study, plus 5 hours per week additional support hours. This approach for post-16 Learners will enable Placing Authorities and Providers to explore flexible offers for post-16 placements to meet the changing needs of Participating Organisations and Young People. For example:* 3, 4 and 5 day educational packages
* combined offers – 5 day residential with 3 day educational
* split offers – education packages with other Providers/Further Education Colleges
* combined offers that provide an element of work placement

For the avoidance of doubt, Providers will be required to deliver the same Core Service Requirements including staffing levels for all pre and post-16 placements, the only variation will be the amount of hours/days purchased for post-16 placements. |
| **4.2** | **Additional Services Menu**In addition to the Core Service Requirements under each Lot, NE12+ Participating Organisations will have the ability to develop bespoke placements to meet the needs of the Child/Young Person through the purchase of Additional Services. Additional Services will be purchased by the Participating Organisation only where the need is identified in the Children/Young Person’s Education, Health and Care Plan. The Additional Services Menu will be relevant across all Lots on the Framework Agreement.

|  | **Additional Services** |
| --- | --- |
| 1 | Care Support Staff / Residential Care Officer (RCO) / Extracurricular Activity Staff / Personal Care / Travel Escorts |
| 2. | Counselling services |
| 3 | Deputy Manager RCO |
| 4 | Health Care Assistant (HCA) / Clinical Support Worker |
| 5 | Interpreters – British Sign Language (BSL) (2 – 3 hours minimum at £33 per hour including travel) |
| 6 | Job Coaches |
| 7 | Learning Support Assistant (LSA)  |
| 8 | Mobility assistance (visual impairment) |
| 9 | Mobility (habilitation) assessment |
| 10 | Nursing Assistant  |
| 11 | Nursing Care  |
| 12 | Occupational Therapy |
| 13 | Occupational Therapy – assessment  |
| 14 | Occupational Therapy – Handwriting Assessments |
| 15 | Occupational Therapy – Sensory Profile |
| 16 | Passports |
| 17 | Post-16 Tutor |
| 18 | Physiotherapy |
| 19 | Psychologist assessment |
| 20 | Psychological Therapy |
| 21 | School nursing provision |
| 22 | Senior RCO |
| 23 | Speech and Language assessment |
| 24 | Speech and Language Therapy |
| 25 | Sleep-in RCO |
| 26 | Specialist, Qualified Teacher (SQT) |
| 27 | Training costs for Child/Young Person specific needs |
| 28 | Translation – spoken  |
| 29 | Travel |

**Table 9** |
| **5.** | **Finances – Option 1 (revised)** |
|  | There will be capped rates across all Lots within the three Service areas and for services to be purchased through the Additional Services Menu. In order to be successfully appointed to the Framework Agreement, Providers must submit their fees at a rate less than or equal to these capped rates.The Placing Authority will be able to agree a level of Contingency payments with the Provider. Contingency Payments recognise that the needs of Children/Young People can fluctuate and change at short notice and sometimes need an immediate response.Contingency Payments would be paid by the Placing Authority within the agreed limit and on the production of evidence that the additional cost was required to meet the needs of the Child/Young Person. |
| **5.1** | **Non-Maintained and Independent Special Schools and Colleges****Financial Model for the school element:**

| **Pre-16 cap Core Costs** | **Proposed pre-16 Core Costs** |
| --- | --- |
| **Lot 1 – Autistic Spectrum Disorder (ASD – mild to moderate)** |
| Day placement | £27,455 |
| Weekly Boarder (38 weeks) | £88,683 |
| Termly Boarder (38 weeks) | £113,174 |
| 52 Week Residential | £149,964 |
| **Lot 2 – ASD with social, emotional and mental health (SEMH) issues** |
| Day placement | £30,013 |
| Weekly Boarder (38 weeks) | £96,717 |
| Termly Boarder (38 weeks) | £121,208 |
| 52 Week Residential | £157,998 |
| **Lot 3 – ASD with complex learning difficulties or severe learning difficulties** |
| Day placement | £38,089 |
| Weekly Boarder (38 weeks) | £99,707 |
| Termly Boarder (38 weeks) | £124,198 |
| 52 Week Residential | £161,988 |
| **Lot 4 – Social, Emotional and Mental Health (SEMH) issues** |
| Day placement | £27,455 |
| Weekly Boarder (38 weeks) | £88,683 |
| Termly Boarder (38 weeks) | £113,174 |
| 52 Week Residential | £149,964 |
| **Lot 5 – Profound and multiple learning difficulties / severe learning difficulties** |
| Day placement | £38,089 |
| Weekly Boarder (38 weeks) | £99,707 |
| Termly Boarder (38 weeks) | £124,198 |
| 52 Week Residential | £161,988 |
| **Lot 6 – Physical Disability or medical disability** |
| Day placement | £27,455 |
| Weekly Boarder (38 weeks) | £88,683 |
| Termly Boarder (38 weeks) | £113,174 |
| 52 Week Residential | £149,964 |
| **Lot 7 – Significant sensory disability and communication needs (speech and language, hearing impairment / visual impairment / multi-sensory impairment)** |
| Day placement | £25,628 |
| Weekly Boarder (38 weeks) | £86,856 |
| Termly Boarder (38 weeks) | £111,347 |
| 52 Week Residential | £148,137 |
| **Lot 8 – Specific learning difficulties (SpLD)** |
| Day placement | £22,504 |
| Weekly Boarder (38 weeks) | £83,732 |
| Termly Boarder (38 weeks) | £108,223 |
| 52 Week Residential | £143,863 |
| **Lot 9 – Moderate Learning Difficulties (MLD)associated challenging behaviour** |
| Day placement | £24,332 |
| Weekly Boarder (38 weeks) | £85,560 |
| Termly Boarder (38 weeks) | £110,051 |
| 52 Week Residential | £145,690 |

**Table 10**Above costs are inclusive of education elements 1, 2 and 3 funding.The cost of post-16 placements will be calculated using the hourly rates in the Additional Services Menu and the addition of a weekly payment of £250 for each placement to cover organisations running costs.The following considerations have been made in order to arrive at these capped rates:* Staffing levels revised from Phase 1,
* Teacher ratios revised from Phase 1,
* Additional support levels during curriculum and residential hours revised from Phase 1,
* Inclusion of corporate overheads,
* Inclusion of allowances,
* Inclusion of equipment and resources,
* On-costs for staff,
* Overheads (includes training and recruitment) across all costs, and
* Return (profit) for Providers across all costs.
 |
| **5.2** | **Ofsted registered Independent Residential Children’s Homes**

|  |  |  |
| --- | --- | --- |
|  |  **Capped weekly fee**  |  **Capped weekly fee with education enhancement of £521 (over 52-weeks)** |
| **Lots 1 and 3 - Children's Homes** |
| One-bed home | **£5,532** | **£6,053** |
| Two-bed home | **£3,216** | **£3,737** |
| Three-bed homes and larger | **£2,691** | **£3,212** |
| **Lot 2 - Specialist Assessment / Intervention Homes** |
| All homes | **£5,532** | **£6,053** |

**Table 11**Education element to Lots 1 – for those Residential Homes that offer an education element, £521 per week for 52 weeks, will be added to the weekly fee if the education element is purchased by the Placing Authority. |
| **5.3** | **Residential Short Breaks**

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| --- | --- | --- |
| **Residential Short Breaks** | **1 staff: 2 children** | **1 staff: 1 child** |
| **Lot 1 –Option 1 (revised)** | Child/Young Person Short Break | **£281** (24 Hours)**£70** (day rate 9am – 3pm)**£211** (night rate 3pm – 9am)**£12** (hourly rate) | **£402** (24 hours)**£100** (day rate 9am – 3pm)**£301** (night rate 3pm – 9am)**£17** (hourly rate) |

**Table 12*** Where a Child/Young Person is in education while attending a Short Break, the Placing Authority will purchase an additional two hours of RCO time, 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.
* No enhancements would apply for holidays or weekends.
* No enhancements would apply for waking night staff within the Core Service Requirements.
 |
| **5.4** | **Additional Services Menu**

|  | **Additional Services** | **Cap fee (hourly rate)** |
| --- | --- | --- |
|  |  | **Option 1 (revised)** |
| 1 | Care Support Staff / Residential Care Officer (RCO) / Extracurricular Activity Staff / Personal Care / Travel Escorts | £15 |
| 2. | Counselling services | Included in Core Cost where Counsellor is employed by the Provider, or £40 per hour if the Counsellor is independent |
| 3 | Deputy Manager RCO | Not applicable |
| 4 | Health Care Assistant (HCA) / Clinical Support Worker | £20 |
| 5 | Interpreters – British Sign Language (BSL) (2 – 3 hours minimum at £33 per hour including travel) | £99 |
| 6 | Job Coaches | £20 |
| 7 | Learning Support Assistant (LSA)  | £15 |
| 8 | Mobility assistance (visual impairment) | One-off fee to be agreed |
| 9 | Mobility (habilitation) assessment |
| 10 | Nursing Assistant  | £18 |
| 11 | Nursing Care  | £24 |
| 12 | Occupational Therapy | £55 |
| 13 | Occupational Therapy – assessment  | One-off fee to be agreed |
| 14 | Occupational Therapy – Handwriting Assessments | £200 one-off fee |
| 15 | Occupational Therapy – Sensory Profile | £500 one-off fee |
| 16 | Passports | Government published rates |
| 17 | Post-16 Tutor | £35 |
| 18 | Physiotherapy | £55 |
| 19 | Psychologist assessment | One-off fee to be agreed |
| 20 | Psychological Therapy | £55 |
| 21 | School nursing provision | £24 |
| 22 | Senior RCO | Not applicable |
| 23 | Speech and Language assessment | One-off fee to be agreed |
| 24 | Speech and Language Therapy | £55 |
| 25 | Sleep-in RCO | £76 per night |
| 26 | Specialist, Qualified Teacher (SQT) | £40 |
| 27 | Training costs for Child/Young Person specific needs | £50 |
| 28 | Translation – spoken  | Not applicable |
| 29 | Travel | Inland Revenue recommended rates |

 |
|  | **Table 13** |
| **6.** | **Timescale for Procurement** |
| **6.1** | Please see below **indicative** procurement timescale. All dates are indicative and subject to change.

|  |  |  |
| --- | --- | --- |
| 1 | Revised final proposed Commissioning Model published for a nine-week consultation period | 10 April 2017 |
| 2 | Consultation period for revised final Commissioning Model closes | 12 June 2017 |
| 3 | Review of consultation feedback | 13 – 16 June 2017 |
| 4 | Obtain approval to proceed with the procurement process or continue consulting | Week commencing 26 June 2017 |
| 5 | Final Commissioning Model and Feedback document published to the market for final feedback | 30 June 2017 – 7 July 207 |

**Table 14**The NE12+ Collaboration will consider all feedback received and make a decision to either close down the commissioning phase and move into the procurement phase or to continue our conversations. If the decision is made to proceed with the procurement phase an indicative timeline is provided below.

|  |  |  |
| --- | --- | --- |
| 1 | Tender process commences | July 2017 |
| 2 | Evaluation of tender responses | October 2017 |
| 3 | Intention to Award notices sent to successful Providers | November 2017 |
| 4 | Award notices sent to successful Providers | November 2017 |
| 5 | Pre-start activity | January 2018 |
| 6 | Contract commences | February 2018 |

**Table 15** |
| **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 Framework Agreement.
* 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 – Consultation Response Form (Option 1 (revised))**

**The Revised Proposed Commissioning Model as detailed under Option 1 (revised) is open for a nine-week period of consultation from 10 April 2017 – 12 June 2017.**

The NE12+ Collaborative are consulting with Providers and stakeholders on Option 1 (revised) in order to make a final determination as to whether this model is sustainable for the market.

**Providers and stakeholders are requested to respond to this consultation using the Consultation Response Form at Appendix 1. In order for responses to be considered they must be received by Newcastle City Council no later than 5pm on Monday, 12 June 2017.**

1. **Feedback on the Revised Proposed Commissioning Model – Option 1 (revised)**

|  |  |
| --- | --- |
| 1.1 | Is the Commissioning Model sustainable for your organisation? |
|  |  |
| 1.2 | If the response to question 1.1 is ‘no’ please explain why not – giving detailed examples / reasons and propose what would be sustainable for your organisation |
|  |  |
| 1.3 | All other feedback on the Proposed Commissioning Model – Option 1 (revised) |
|  |  |

**Appendix 2 – Core Service Requirements – all Lots**

|  | **Minimum Core Service Requirement** | **Ofsted registered 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 9Day placements** | **Lots 1 through 9Weekly boarder placements** | **Lots 1 through 9Termly Boarder placements** | **Lots 1 through 952-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 12 North East Local Authorities and one Local Authority immediately adjacent to these. Where a placement is made outside of the 12 North East Local Authorities or one Local Authority immediately adjacent to these the Provider must cover 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 Local Authority where the Child/Young Person is placed 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) Plan2. Looked After Child Plan3. Child in Need Plan4. Child Protection Plan5. Transition Planning meetingAll 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 person,• being married or in a civil partnership,• being pregnant or on maternity leave,• disability,• race including colour, nationality, 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 12 North East Local Authorities and one Local Authority immediately adjacent to these. Where a placement is made outside of the 12 North East Local Authorities or one Local Authority immediately adjacent to these the Provider must enable 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 Local Authority where the Child/Young Person is placed and one Local Authority immediately adjacent to this. | 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:i. Pocket money (weekly) up to a maximum 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 up to a maximum of £4 per week, | Yes | Yes | No | Yes | Yes | Yes | No |
|  | iii. Birthday/Christmas/festival presents up £4 per week, | Yes | Yes | No | Excludes Christmas | Excludes Christmas | Yes | No |
|  | iv. Activities up to £15 per week, and | Yes | Yes | No | Yes | Yes | Yes | No |
|  | v. Incentives up to £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 £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 12 North East Local Authorities and one Local Authority immediately adjacent to these. Where a placement is made outside of the 12 North East Local Authorities or one Local Authority immediately adjacent to these the Provider is required to undertake all travel/transport costs (including staff escorts, toll fees and approved contact visits) for the Children/Young People placed with them within the boundaries of the Local Authority where the Child/Young Person is placed and one Local Authority immediately adjacent to this. | 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 3. Staffing requirements for Lots – Option 1 (revised)**

**Core Service Requirements, 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.

**1. Non-Maintained and Independent Special Schools and Colleges:**

**Staffing Requirements – Option 1 (revised):**

|  |  |  |
| --- | --- | --- |
|  | **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)** | **Six** Children/Young People;each Child/Young Person to receive up to 1/6 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** | **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 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** | **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 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** | **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 7 – Significant sensory disability and communication needs (speech and language / hearing impairment / visual impairment / multi-sensory impairment)** | **Seven** Children/Young People;each Child/Young Person to receive up to 1/7 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)** | **Seven** Children/Young People;each Child/Young Person to receive up to 1/7 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** | **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.  |
|  |  |   |
| **Note 1:** 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 |
| **Note 2:** 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 Core Service Requirement as indicated above. Additional hours to be purchased from Additional Services. |
| **Note 3:** 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. |
| **Note 4:** 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 an overall staffing ratio of 1 Staff: 2 Children/Young People over a 24-hour period.  |

1. **Ofsted registered Independent Residential Children’s Homes**

**Staffing requirements – Option 1 (revised):**

|  |  |
| --- | --- |
| **Lot 1 - Children's Homes** |   |
| One-bed home | 2 Staff : 1 Child/Young Person at all times during working 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.  |
| Two-bed home | 1 Staff : 1 Child/Young Person at all times during working 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.  |
| 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 2 - Specialist Assessment / Intervention Homes** |  |
| All Homes | 2 staff : 1 Child/Young Person at all times during working 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.  |

1. **Residential Short Breaks**

**Staffing Structure – Option 1 (revised:**

|  |  |
| --- | --- |
| **Lot 1 - Children/Young People Short Break** |   |
| All Homes where 2 Staff : 1 Child placement is purchased | 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.  |
| All Homes where 1 Staff: 1 Child placement is purchased | 1 Staff : 1 Child/Young Person at all times during working 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.  |