

Quality Assurance of Alternative Provision

Organisation: The Enterprise Centre

Commissioned for (Lots): 6

Contact: Alison Hornsby Dannielle Bromley

Undertaken by: Nick Bell Liz Foster

Position: AP Lead VS Send Lead

Date: 17th March 2025

Context:

Registration Status	unregistered
No of pupils currently accessing	4 on AP and 5 equine therapy/equine psychology
No of places available	
No of FT pupils attending (+ 17 hrs)	0
No of FT EHC pupils attending (+17hrs)	0
No of FT LAC pupils attending (+ 17hrs)	0

Context

The centre is a small specialist alternative education provision provides a range of courses specialising in equine assisted learning. At the time of the visit there were four AP students whilst five others accessed the site with their schools to take part in equine therapy/equine psychology programmes. The centre provides a range of adult courses, but these are always separate to the school age children.

The centre provides a calm, nurturing base and students needs are well supported through equine therapy and the programmes and qualifications that are on offer. All AP courses are bespoke to the young person's needs and adapted to support their transition to the next stage.

Safeguarding

- a) All staff and proprietors have appropriate recruitment checks including an enhanced Disclosure Barring Service check, which are recorded on a single central register, and persons failing to meet those checks are not employed.
- b) Appropriate policies and procedures to safeguard children are in place and are accessible to relevant parties.
- c) Staff are aware of the content of safeguarding policy and procedures and implement them effectively.
- d) Robust procedures are set out for recording and escalating concerns and the actions taken.
- e) Access to the site is restricted to registered learners, the organisation's own staff, and supervised visitors.
- f) There is a safeguarding lead at the setting who has received appropriate, documented training.
- g) Where appropriate, children with needs relating to health, disability or a special educational need should have individualised plans in place to help meet their needs

Evidence

The SCR has been seen, and the appropriate checks have been completed. There are currently 2 full-time members of staff, 3 part-time and 1 volunteer. When operationally required there are additional seasonal volunteers. DBS have been completed and other checks as listed on the SCR are complete including Section 128. It is advised that at least one full-time member of staff should complete safer recruitment training through either the LADO or VCSE.

A safeguarding policy has been provided although the review date is in July and there are references to KCSIE 23 so it is not clear that this has been updated. One member of staff has DSL Level 3 Diploma (certificate seen) and is a CEOP ambassador (certificate seen).

A safeguarding form is in place for staff to log issues and these are fed back to the school and/or social worker. All reports are logged with student records and reported to the LADO and/or MASH where appropriate. Staff training regarding safeguarding needs to be standardised and a common platform/training provider used to ensure that it is clear that all staff have completed mandatory training. It is advised to maintain a training log on a separate tab alongside the SCR.

The site is secure and restricted to staff and students only. The whole site is covered by CCTV cameras to always enable monitoring. There are nine cameras in total with 4 of those covering all access points.

There are detailed learning plans in place for young people which clearly outline the education being provided and which are linked to equine qualifications that are being delivered. A detailed example of an ILP was seen for one young person which included English, Maths, Equine therapy and qualifications in these.

Areas for Development	Update	Date
Ensure standardised safeguarding training available to staff	Safeguarding education in Education course – high speed training completed by all. Certificates provided	04.04.25

Ensure SCR is updated with all mandatory training for all staff		
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2. Health and Safety

- a) A health and safety policy is in place that is understood and implemented by all staff.
- b) First Aid equipment and/or facilities are readily available and there are arrangements for access to a qualified first aider.
- c) A system is in place and in use for recording health and safety and first aid incidents.
- d) All specialist equipment used by children, staff or volunteers at the setting has undergone individual risk assessment and additional health and safety checks consistent with industry standards.
- e) Staff hold appropriate qualifications or have received appropriate training in the use of specialised equipment including, where appropriate, supervising or training others in its use.
- f) The setting has all appropriate insurance cover, including public liability insurance.
- g) Fire drills take place regularly, at least once a year, and a record is kept.

Evidence

A Health and Safety policy is in place and has been provided.

All staff have emergency first aid at work training which is provided by a private trainer. First Aid certificates have been seen for the two full-time members of staff. A first aid kit is kept in the main classroom/kitchen area and the first aid reporting book was seen. There are very few incidences recorded in the first aid book, with the last recorded incident noted in 2023.

A recording book is required for the recording of Health and Safety incidents. A COOSH file has been provided although there are no chemicals used on site.

PPE such as gloves, robust work boots and hats are provided for those young people working with animals on site. One young person was on site at the time of the visit and had appropriate equipment. All those working with horses have the appropriate equine training such as Equine Psychology training, BHS instructor training, equine first aid, equine nutrition. There is no specialist equipment on site that requires specialist training.

Risk assessments are in place for students/staff working with animals.

Poppy Fireguard visit annually to carry out appropriate check including servicing, checking and replacing fire extinguishers and PAT testing. Current fire risk assessment is completed (**provide please**) and gather point is in the carpark. A health and safety induction is carried out with everybody at the start of their place and at the start of group activities through HAF.

Appropriate insurances are in place and have been provided.

There are no more than four students on site at any given time and numbers are often much lower. The staffing ratio is 1:1

Areas for Development	Update	Date
Provide fire risk assessment	Provided	9.4.25

Provide examples of risk assessments for working with animals		
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3. Admissions, guidance and support

- a) Admission and referral procedures are clear and well supported.
- b) The setting maintains records including information supplied by schools on admission, induction records, personal education plans or other learning plans, additional health needs, EHC plans, behaviour reports and risk assessments.
- c) All learners participate in an induction process that will help them understand their rights and responsibilities and health and safety procedures. d) The setting records pupil attendance for each session, and there is a clear process in place to notify the commissioner of any absence within 30 minutes of the session start time.
- e) Processes are in place with commissioner(s) for checking on the health and wellbeing of absent learners.
- f) The setting records pupil behaviour and progress and shares information routinely with schools and parents, and/or with the local authority if the child is not on a school admission register

Evidence

Following referral all young people and parents visit the centre before the place is agreed. A risk assessment is provided for families to complete and is sent out to referring schools prior to accepting the placement.

During induction, young people are provided with the behaviour policy and are asked to sign to agree to it as are the parents. Expectations are made clear at this point and all young people undertake a health and safety induction.

Attendance registers are kept in all students' folders. If a student is not present the centre rings the school and parent within 15 minutes. In most cases parents/carers bring young people to the centre and so attendance is good. Where young people are absent this is followed up with parents, schools and social workers as appropriate.

Progress is reported half-termly to commissioners. Where there are issues with behaviour/engagement, review meetings are held with schools and parents to address this. The provision takes a full part in PEP, TAF etc.

Areas for Development	Update	Date

4. The quality of education

- a) Staff providing education have the appropriate skills and qualifications to deliver programmes.
- b) Planning for learning shows lesson/session plans identify the knowledge, skills and understanding that different groups of learners will achieve.
- c) Regular and thorough assessment and review of progress takes place.

d) The setting promotes to learners the importance of attendance, punctuality and good behaviour and has a strategy to address non-compliance.

Evidence

Staff at the centre are able to deliver any equine qualifications through UK Rural Skills – all courses are covered from basic horse care through to leadership and management and students can complete a range of qualifications. Centre of Excellence is used for older students and taught in the centre with qualifications then taken online.

Detailed planning is in place for each student, examples of which have been seen.

There are two qualified teachers at the centre who can teach to Entry level and functional English and Maths.

Assessments schemes follow the learning specification provided by Rural Skills UK and internal verification is carried out within the centre. Students have a portfolio of evidence to support progress towards qualifications.

Young people who have attended previously have gained a range of outcomes. Examples of outcomes for previous students are a young person who achieved Level 3 in Interior Design and photography and another who went on to complete level 3 Art and design and a foundation degree at the Open University.

Areas for Development	Update	Date

5. The outcomes of children

a) There is a process for setting and monitoring learner progress to support reintegration where appropriate, and for taking action if progress is not on track. b) Learner underperformance is addressed through appropriate intervention and support.

c) There is a process to assess regularly whether the provider is effective in delivering the commissioned service.

Evidence

Some previous learners have successfully reintegrated back into school settings. For example a young person who recently reintegrated back to a primary school. Most of the learners attend school for the majority of the week and attend the centre as an intervention. For example, those on equine therapy attend one session per week.

All programmes are individual and bespoke and adjusted according to whether further interventions are required to meet a young persons needs.

Areas for Development	Update	Date

Documents provided for visit:

Safeguarding and Child Protection Policy	Yes but check updates
Staff Code of Conduct	yes
Student Code of Conduct	yes
Behaviour Policy	yes

Anti-Bullying Policy	yes
Attendance Policy	yes
SCR	yes
Risk Assessments	Seen copies
Health and Safety Policy	yes

Follow up Visit required: Yes / No By when: