

Quality Assurance of Alternative Provision

Organisation: The Enterprise Centre

Commissioned for (Lots): 6

Contact: Alison Hornsby

Undertaken by: Nick Bell

Position: Secondary Inclusion/AP Lead

Date: 27.02.24

Context:

Registration Status	Unregistered
No of pupils currently accessing	1 AP plus equine care.
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 was one AP student whilst others accessed the site with their schools to take part in equine therapy programmes. The centre provides a range of adult courses, but these are always separate to the school age children. The student spoke to felt safe and well supported and both students and staff who have taken part in the equine therapy courses have provided very positive feedback.

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.

Community

Workforce Development and Staff Wellbeing

Questions to include:

- Are staff suitably qualified and skilled to perform their roles?
- Is there a well-planned CPD programme that meets staff needs?
- How do CPD activities enable staff to be more effective?
- What evidence is there staff are supported and cared for?

Strengths

At the time of the visit there were three members of staff employed by the centre although one of those staff was leaving at the end of the week.

Employed staff complete safeguarding training and Health and Safety related training as requirement.

The centre employs qualified teachers who specialise in equine assisted learning and therapies and has employed a mentor who was leaving shortly after the visit.

The staff at the centre are experienced in working with young people and adults who have experienced trauma and/or have additional needs which have made it difficult for them to access education.

The centre does a significant amount of work with adults, but this does not take place at the same time as young people are on site.

Areas for Development

Home and Family Engagement

- How are pupils and their families supported to embed what is learned at school within the home?
- Is there a coordinated approach to engagement with parents and carers?
- Are parents invited to provide feedback?

Strengths

The centre works closely with the parent/carers of the young people placed on AP.

Reports to school are provided at the end of term.

At the time of the visit there was one young person accessing the provision, and links to the cares and services for the young person are strong.

The young person who was spoken to on the visit had been supported by the centre over a number of years and said that they felt safe and well supported. The young person felt that it was a very calming environment where they were able to learn.

Areas for Development

Partnership working

- How do relationships with local authorities, agencies, charities, and other organisations enhance the effectiveness of support for pupils?
- Are strong relationships built and maintained with local schools?
- If external training is sourced how is this managed to ensure safety quality and value for money?

Strengths

The centre works closely with services that work with the young people. In the case of the young person currently placed there are a range of professionals involved and the centre is in regular communication with them.

Where pupils placed have had a school roll, the schools have been good at monitoring the placement. Students currently placed on the equine course are accompanied by their school and so the relationship with the school is strong.

The centre does not always receive feedback from commissioners when young people have visited, and the place has not progressed.

Areas for Development

Research and Innovation

Curriculum

Induction

- Is there a understanding of starting points and risk factors before they attend?
- Are all key stakeholders engaged with the during the induction process?
- How is information about new students shared?
- What evidence is there the induction process if fit for purpose.?

Strengths

All pupils/parents are provided with an initial visit as part of induction – during the visit the parent and young person are asked to sign induction paperwork such as the code of conduct.

Relationships with the parents are generally good which ensures information is provided.

Where the young person has an EHCP this is provided at referral

There have been some issues with communication with services for some students.

In at least one previous case the level of aggression which presented during the placement was not evident through the initial paperwork or information provided by parent. There is not currently a standard risk assessment completed by the commissioner at the point of referral

Areas for Development

An example of an initial risk assessment form has been provided and the centre advised to look to incorporate this or a version of it, into initial referral paperwork.

Centre advised not to start work with LA commissioned placements until correct paperwork has been completed and signed.

Attendance and Engagement

- What systems are used to ensure regular attendance. How is this reported and monitored?
- Are there demonstrable improvements in attendance?
- How are students supported with persistent absenteeism?
- How are levels of pupil engagement and motivation increased?

Strengths

Due to the nature of the young people needs and the centre location, they are usually dropped off by parents or dropped off by school.

Some students have been transported by the centre previously and appropriate business insurance is in place. Where a young person is absent school is called to inform them of the absence and/or other professionals such as the social worker are informed.

If a student has not attended and it has not been possible to make contact the centre would inform the Police that the young person is missing

Attendance for the small number of students that have been there, this academic year has been good.

Areas for Development

Supporting Pupil Need

- How are pupils supported to improve their reading and literacy skills?
- SEND what is the process for assessing and understanding SEND need?
- How are students supported to improve their health and wellbeing?

Strengths

The programmes that young people follow are equine based.

Numeracy and literacy are built into all of these programmes rather than being taught as a separate “lesson”. Examples of the planning or this were seen as curriculum maps provided for all age groups include numeracy and literacy.

Many of the students that have been placed have EHCP’s and so their needs are identified. The centre then uses the EHCP outcomes to develop the personalised programmes that are put in place. The outcomes are then incorporated into learning objectives on the planning template.

In some cases, needs have not been clearly identified and some have been referred with limited paperwork.

Areas for Development

Quality of Education

- How does the education you provide set students up for success in the future?
- How do you tailor the curriculum to support specific learning need?
- How do you incorporate diverse viewpoints and perspectives when developing pupils’ cultural capital?
- How well prepared are students for the next stage of their education?

Strengths

All of the AP programmes the pupils follow are personalised to their need and usually delivered on a one-to-one basis with the curriculum tailored to the individual need.

Curriculum maps have been provided for all age groups and a range of accredited courses are available through UKRS whilst students can also access a range of courses through the centre of excellence.

The one young person who was currently placed and was spoken to has been with the centre for a long period and it was evident had pursued courses linked to his interests which has been added to over time – for example he had completed a diploma in interior design, photography and website marketing.

On previous visits when more pupils were at the centre, evidence was seen of the a range of diplomas and certificates that they had achieved.

Areas for Development

Currency

Personal Development

- To what extent do you provide a range of opportunities that are suited to the needs of your pupils?
- To what extent are pupils eager to learn new things and develop personally?
- How do you promote tolerance and acceptance?

Strengths

See previous notes:

All courses are bespoke to young people needs and personal development is a key part of any programme as opposed to a separate taught lesson. Placements are normally short term and aimed at supporting young people to develop their personal skills to enable transition to the next setting.

The centre has a strong focus on emotional wellbeing through activities such as mindfulness, art, drawing and through the Equine therapy programmes. Issues are discussed in a personalised manner with young people through these activities. Examples of personalised development programmes under UKRS accreditation have been provided.

The staff at the centre have significant experience in addressing these issues due to their work on similar themes with adults.

Areas for Development

Qualifications

- How do you ensure that all pupils are able to study a broad range of qualifications that stretch and inspire?
- How do qualifications offered prepare pupils for next steps?
- How are you maximising staffing and resources to maximise the quals on offer?

Strengths

Programmes are predominantly equine based and young people are able to complete a range of certificates which are equine related. These are accredited through the UK rural skills institute. Further courses are delivered online through the Centre for Excellence and the student spoken to had completed diplomas through this route. Curriculum plans are available for each year group.

In addition to the equine based studies the centre provides coaching/tutoring towards GCSE and functional skills. The centre is a complimentary provision and so is not an exams centre and students are entered for exams elsewhere.

An equine therapy course is available to schools and there are currently groups of students who are brought by a special school for this. The feedback from the school, has been very positive: "I have attended Equine Therapy at the Enterprise Centre now for 2 half terms with a group of 3 girls. We are an SEMH school (Social Emotional Mental Health). All our pupils really struggle with social and emotional difficulties, and this has really helped them grow with confidence. The difference over the weeks has been amazing, our students have shone every week, and it's been a pleasure to watch them work with the horses. Ali and Danielle are amazing and really understand the needs of our students and have offered support and guidance at the highest level. We continue to work with the Enterprise Centre, it is a fabulous well-run project. We cannot thank you enough".

In addition to equine related skills, the centres work is aimed at developing transferable skills and employability skills.

The centre has a qualified primary specialist who oversees the schemes for primary aged pupils. In most cases these students are being supported for short periods whilst between placements.

Areas for Development

Promote equine therapy course through the schools Partnership.

Assessment of Need

- How effective are links to specialist services?
- How do you ensure that professionals in other educational setting understand pupils needs at transition?

Strengths

See earlier notes

Areas for Development

Transition

- How are pupils and parents prepared for transitions?
- How do you manage transitions to school or post 16?
- How are students prepared for the next stage of their learning and future careers?
- How do you use external resources to support transition?
- How do you ensure students do not become NEET?
- What were the outcomes for those who have left?

Strengths

Young people are supported on to the next stage of their education and the nature of this support depends upon the pupil and their next steps.

One young person who was placed due to PEX has successfully transferred to a resourced provision in a mainstream school. Two others have transferred to special school.

In many cases pre-16 students are placed as a temporary measure due to placement breakdowns or non-attendance whilst a new setting is sourced. In such instances the provider supports the young person towards this setting. For example, one young person who had previously not attended school was supported by the centre to engage with a college provision.

Areas for Development

Safeguarding

Strengths

The DSL has recently acquired a DSL diploma.

The centre accesses training through BISP and Bury VCFA

The reporting form for safeguarding concerns was seen and the member of staff spoken to was able to articulate the process to be followed. This format contains detail of the actions taken and follow up.

A safeguarding policy is in place although it would be useful to compare this to the Bury LA model safeguarding policy.

Training Bury VCFA and BISP

Staff are Safer Recruitment trained.

Two members of staff are Team Teach Trained – there have not been incidents of physical intervention, but it would be useful to acquire the Team Teach recording book to record when needed.

DBS and identity check information have been seen and a DBS policy has been provided. Checks are not currently recorded on a standard format.

Appropriate risk assessments are in place both in terms of health and safety and with regard to working with particular young people. Although the centre works with both young people and adults, they are not in contact with each other at any time and the work takes place in different parts of the premises.

The site is secure, and a locked gate is between the café area used by adults and the public and the teaching areas.

Appropriate measures are in place to ensure that young people can work safely with the animals who are on site.

The young person spoken who had been at the centre for a number of years said that they felt safe and supported and know who to speak to if they needed help.

Areas for Development
 Record Training on a training matrix.
 Use Excel spreadsheet for overview and reporting.

Documents provided for visit:

Safeguarding and Child Protection Policy	Yes but needs model
Staff Code of Conduct	Yes
Student Code of Conduct	Yes
Behaviour Policy	Yes
Anti-Bullying Policy	Yes
Attendance Policy	Yes
SCR	Checks seen but standard model to be provided
Risk Assessments	Yes