

January 2020

The five Leicestershire Secondary Education and Inclusion Partnerships value highly the contribution that Alternative Providers make to the education of some of our most vulnerable young people. At the same time we are aware that the use of education settings other than schools is coming under increasing scrutiny by Ofsted and national government. Our aim is to ensure that we work together with our providers to ensure that we achieve safe and effective provision for all the students that we place with you so that the students make good progress.

1. The following document is issued by the Leicestershire Education and Inclusion Partnerships. All Partnerships have agreed that this describes the Partnerships' expectations of you and their commitment to you. This is unchanged since we last issued it to you.
2. If this SLA contains paragraphs that you feel you cannot comply with fully you are urged to ensure that you inform the commissioning partnership of your concerns before accepting any students from that partnership.
3. Partnerships may ask you to indicate your acceptance of the terms of this Service Level Agreement at the point of commissioning provision from you.
4. The Partnerships will keep this SLA under review and welcome general feedback as part of the review process.

Leicestershire Secondary Education and Inclusion Partnerships

Our Expectations of Alternative Provisions

Service Level Agreement

Introduction:

The Leicestershire Secondary Education and Inclusion Partnerships are comprised of five organisations:

- Hinckley and Bosworth Education Partnership (HBEP)
- Loughborough Inclusion Partnership (LIP)
- Melton Behaviour Partnership (MBP)
- North West Leicestershire Learning and Inclusion Partnership (NWLLIP)
- South Leicestershire Inclusion Partnership (SL)

The five partnerships work with all the local state funded secondary schools in their areas to support learners who, as a result of challenging behaviour and/or social, emotional and mental health issue, cannot be educated in schools for part or all of the school week. The five partnerships have their own “in house” or school based provision for these learners but supplement this by purchasing additional provision from a range of alternative providers. The Partnerships aim to create bespoke programmes for learners, designed as a “best fit” for each learner’s individual needs.

The Partnerships are working together to establish a common approach to their contacts with alternative providers in order to:

- Establish a consistency in our contacts with providers to avoid duplication of efforts;
- Develop common expectations so that providers know what we want from them;
- Use a common framework in evaluating provisions and co – ordinating our evaluative visits in order to share our findings and reduce stress on individual providers;
- Develop greater effectiveness in supporting providers as they evolve.

This document sets out the expectations that the five partnerships have of alternative providers:

Expectations:

Providers will:

Learner Safety

1. Fully participate in the annual or bi annual audits carried out by Leicestershire Education and Business Partnership which focuses on Safeguarding, Child protection, Health and Safety, Risk assessment and control, Data issues, E safety, Equal Opportunities and Diversity, Supervision, Training Information and Instruction Issues.
2. Follow up any recommendations made as a result of the LEBC audits and action plans swiftly and effectively.
3. Provide any information required by the commissioning partnerships when they need up to date information related to safeguarding, particularly in relation to the employment of new

staff. Have clear procedures for safeguarding, ensuring that a Designated Safeguarding Person is appointed and has up to date DSP training. Maintain a single central record of DBS checks, providing information to the commissioning partnership on request. Maintain a secure system for record keeping. Have regard to the Leicestershire SEIP's common Safeguarding Policy in making these arrangements. Have robust policies and effective risk assessment procedures for any off-site visits involving students.

Learner Progress

1. Provide at the outset of a placement a clear statement of the qualifications, learner hours, possible points to be awarded, that they plan to offer to the individual learner.
2. Have evidence available for any subsequent quality assurance visit of the authorisation for and capacity to deliver the qualifications they have offered.
3. Analyse the information provided by the Partnerships about the individual needs of learners, taking note of any outcome targets that the Partnership has set for the learner.
4. Have evidence available for any subsequent quality assurance visit to show that the Provider has adjusted its programmes and its expectations of the learner in the light of this analysis.
5. Have a good knowledge of the current qualifications framework and the relationship of the qualifications the Provider offers to the accountability measures for schools.
6. Working with the commissioning partnership set progress targets for the learner for each qualification/ course at the outset. Where requested set targets for the development of social, and emotional aspects.
7. Provide a maximum of twice termly feedback to the Partnership reporting on progress towards each agreed qualification and towards the any agreed social and emotional outcome targets.
8. Provide details of qualifications achieved by each learner and the originals of any qualification certificates awarded.
9. Agree in advance with the commissioning Partnership the end date for Year 11 students.

Learner Pastoral Care

1. Report on attendance and punctuality each day in a timely way using the agreed procedures;
2. Agree arrangements for lunch and break times with the Partnership as part of the individual learner's plan, making suitable arrangements appropriate to the age of the learners and their status regarding free school meals.
3. Have clear disciplinary procedures in place, ensuring that any serious infringements are reported to the commissioning partnership swiftly.
4. Report to the commissioning partnership any concerns about the behaviour, relationships and wellbeing of the learner, working proactively with the partnership to overcome any difficulties

Systems and Processes

1. Have in place agreed procedures and policies, over and above those required by LEBC that are documented for:
 - Behaviour Management
 - Safe use of ICT
 - Responding to disclosures of sensitive information

2. Establish an agreed fee rate at the start of each school year, giving notice of any changes in the previous summer term. Invoice the commissioning partnership in arrears monthly or termly.
3. Ensure that the Provider is open to receive learners on all school opening days.
2. Publish an annual report that includes:
 - A statement of the qualifications offered in the past year
 - The outcomes achieved by learners in those qualifications
 - Other evidence of non-accredited outcomes that learners have achieved
 - Plans for the following year and in to the long term
 - A statement to indicate the financial status of the organisation at the end of the year and into the future
3. Let Partnerships know of any upcoming and significant changes in staffing, location or provision arrangements. Do not place students with other providers without full consultation with the commissioning partnership.
4. Ensure that your provision does not become an “unregistered school”. (This is illegal. A provider would be operating as a school if it provides the substantial part of the education programme for four or more students, or for one or more students with an EHCP. The Guidance suggests that provision of 18 hours or more per week would be regarded as “substantial”)
5. Participate in any Quality Assurance Visits arranged by the Partnerships

Partnerships will:

Learner Safety

1. Use LEBC processes to check the LEBC database each time they place a Learner at Provision
2. Provide a standard Safeguarding Policy to apply to all five Partnerships to LEBC to use as part of their audit process
3. Request up to date DBS information about staff each time a learner is placed with a provider

Learner Progress

1. Have a clear view about their requirements for provision and qualification for each learner at the outset but with a preparedness to be flexible in the light of the providers strengths.
2. Provide a detailed profile of the learner to describe individual special needs, strengths, aptitudes, behaviour traits, potential ability and current “working at” grades.
3. Have a clear view on the outcomes that the partnership aims for the learner to achieve as a result of their placement.
4. Work towards providing a standard approach across all partnerships to the collection of tracking information.
5. Ensure that all the tracking information supplied by providers is used in reviews with the school where the child is on roll.
6. Share any summative reports on the work of the partnership in securing progress and outcomes for all Learners.

Learner Pastoral Care

1. Report any known absences or delays to the Provider promptly.
2. Ensure that any concerns about the learner that have been raised by the Provider are dealt with swiftly and fed back to the Provider.

3. Ensure that information about the learner that may have an impact on their attitude or behaviour at a placement is passed to the provider promptly.
4. Work with the Provider on issues related to lunch and break times and transport.
5. Co-ordinate placements across the five partnerships, and where possible, with other organisations commissioning places from the Provider, in order to ensure that groups of learners are well balanced and work well together.

Systems and Processes

1. Provide advice on policies and processes that ought to be in place, using the know-how of schools, other partnerships and other providers.
2. Work towards standardisation of any paper or IT based processes that the partnerships use with Providers.
3. Use data provided by Providers to contribute to the partnerships' own termly and annual reports on outcomes and effectiveness and share these reports with Providers.
4. Pay Providers within 30 days of receiving their invoice if any required tracking information has been received.
5. Inform Providers of any significant and substantial upcoming changes in the way the Partnerships operate.
6. Aim to inform Providers in the summer term of likely demand for places in the following year.
7. Carry out Quality Assurance Visits in a planned way that shows sensitivity to the needs of the Providers but brings a rigour that supports Providers in their drive to improve quality. Keep the findings of such QA visits confidential until Providers have had the opportunity to scrutinise and suggest amendments to Visit reports.