

Leicestershire Secondary Education and Inclusion Partnerships

Quality Assurance Visits Record of Evidence and Evaluations

<u>Provider's Name</u>	<u>U-Neek</u>	<u>Partnership</u>	<u>HBEP</u>	<u>Date completed</u>	<u>15 12 21</u>
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Introduction:

QA Visit Record is linked to the Service Level Agreement that Partnerships agree with Providers.

It has two elements:

- A list of "compliance statements" drawn from the SLA
- Four evaluative questions
 - 1. Is the AP ensuring effective Learner Safety?**
 - 2. Is the AP effective in securing progress for learners?**
 - 3. Is the AP ensuring effective pastoral care for each learner?**
 - 4. Does the AP provide a secure and stable learning environment and will it continue to develop and flourish in the future?**

How to Use this document:

1. Partnership will review all the compliance statements. If the Partnership is fully confident that the AP meets the compliance statement it will cross through the statement box. The AP will not be expected to provide any evidence of compliance either in the document or at a subsequent visit. Partnerships may also cross our compliance statements which lie outside the agreed aims of the AP.
2. The document will be given to the AP as amended in Stage 1.
3. The AP leader/manager will be asked to work through the document. Please note in the second column any evidence that will show that each statement is being met. This process should happen before the visit and the completed form should be returned to the Partnership to help prepare for the visit.
4. Prior to the visit the Partnership and school visitors will consider what they need to find out, through observation and discussion, based on the information supplied in this form and on previous knowledge about the AP.
5. At the visit the Partnership and school visitors may ask to see samples of evidence to verify the information entered on the form by the AP.
6. At the visit the Partnership and school visitors may ask to observe activities, speak to staff and students and look at works samples and other documents.
7. At the end of the visit the Partnership and school visitors will agree on their judgements for each section. These judgements will be Green – "everything is at is should be" Amber – "some aspects require improvement" Red – "cause for concern". These judgements will be shared with the Provider before the process is finalised.

LEARNER SAFETY

Requirement	Provider evidence	Observer notes	R	A	G	Action Points
<p>1.1. Fully participate in the annual or bi annual audits carried out by <u>Leicestershire Education and Business Partnership</u> which focuses on <u>Safeguarding, Child protection, Health and Safety, Risk assessment and control, Data issues, E safety, Equal Opportunities and Diversity, Supervision, Training Information and Instruction Issues.</u></p>	<p>Provider reports last LEBC audit took place on 14 9 21, which was successful.</p> <p>Student sign induction checklist on commencing placement which includes DSP contact, fire safety, break time rules and permissions, first aid and medication procedures, behaviour and clothing expectations, attendance expectations. Example seen on this visit.</p>	<p>Currently approved on LEBC data base.</p>				
<p>1.2. Follow up any recommendations made as a result of the LEBC audits and <u>action plans swiftly and effectively.</u></p>	<p>Following the suggestion by LEBC on last audit Jay Treacy has now completed Mental Health First Aid. Certificate seen. NCFE Cache L2 Certificate in Understanding Mental Health First Aid and Mental Advocacy in the Workplace 26 10 21.</p> <p>A new premises will be opening Jan 2022 in Wood Street Hinckley. (Current premises in Druid Street will close) JT has emailed LEBC toorganise and audit on 21 12 21 prior to opening.</p>	<p>This provider is aiming for all staff to be trained in due course.</p> <p>Confident that appropriate LEBC checks will be made</p>				

<p>1.3. <u>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.</u></p> <ul style="list-style-type: none"> • <u>Have clear procedures for safeguarding, ensuring that a Designated Safeguarding Person is appointed and has up to date DSP training.</u> • <u>Maintain a single central record of DBS checks, providing information to the commissioning partnership on request. Maintain a secure system for record keeping.</u> • <u>Have regard to the Leicestershire SEIP's common Safeguarding Policy in making these arrangements.</u> 	<p>Information regarding staff DBS numbers and car insurance where applicable is on partnership (HBEP) data base. DSL training booked for Jan 17th and 19th 2022.</p> <p>Safeguarding policy last updated August 2021 and available on provider website. Paper copy seen on today's visit.</p> <p>SCR kept on internal data base accessed by one member of U-Neek staff and shared with partnership (HBEP). Evidence seen.</p> <p>Secure lockable cabinets seen to contain records.</p> <p>Schools Training Programme 2021-22 LCC Children and Family Services Child Protection Awareness Raising Session completed for U-Neek Learning 25 8 21. Certificate seen.</p> <p>AOS Making Sense of Autism training attended by EW 24 8 21. In addition 3 staff are booked in for NCFE L2 Autism Awareness Course (12 week duration)</p>	<p>Procedure is for provider to inform commissioning partnership of this.</p>				
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Additional evidence gathered when visiting the AP

<u>“Prompts” for evidence gathering whilst on the visit to support judgements of “Learner Safety”</u>	<u>Your notes</u>				<u>Action Points</u>
<p><i>Is the use of equipment and tools monitored effectively by staff?</i> <i>Is the use of ICT supervised effectively?</i> <i>How effective are policies on mobile phone usage?</i> <i>Do learners report to you that they feel safe?</i> <i>Do staff show awareness of the Aps Safeguarding procedures?</i></p>	<p>Learners spoken to say they feel safe. PHSE scheme of work with commissioning partnership which includes peer on peer abuse and other topics identified in Child Protection Policy. ICT and use of kitchen equipment is supervised at all times. Staff are aware of safeguarding procedures and could identify the DSL.</p>				
<u>Concluding Judgement</u>					
<u>To what extent does the evidence show that the Provider is effective in ensuring the health and safety, protection and safeguarding of each learner and how far is the evidence supported by your observations made whilst visiting the establishment?</u>					
<u>IS THE AP ENSURING EFFECTIVE LEARNER SAFETY?</u>					
<p><u>The provision is very well organised and due regard is given to all aspects of learner safety through procedures, sharing of information and training. Scissors and knives are locked away and counted back in after use. ICT filters are in use which prevents access to social media and use of websites is logged and there is often one to one supervision. The provision has had a successful policy for students to hand in phones for the past 2 years and don't have issues with this. Phones are kept in student view in clear plastic wallets. Students seen reported that they felt 100% safe and one student mentioned the Induction process which includes aspects of learner safety including DSL contact and said he had a refresher recently.</u></p>					
<p><u>How would you rate this provider on this aspect and what follow up actions have you agreed with the provider.</u> <u>No follow up actions.</u></p>					

LEARNER PROGRESS

Requirement	Provider evidence	Observer notes	R	A	G	Action Points
<p><u>2.1. 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.</u></p>	<p>Student Induction Pack seen for 2021-22.</p> <p>Induction competed for all students.</p>	<p>Partnership (HBEP) agrees all information on commission of place, which is transferred to individual timetables and sent out to parents and students by the partnership (HBEP)</p>				
<p><u>2.2. Have evidence available for any subsequent quality assurance visit of the authorisation for and capacity to deliver the qualifications they have offered.</u></p>	<p>ASDAN Centre Certificate seen 12 4 21 -12 4 22.</p> <p>NOCN Approval Centre Certificate seen from 2019. An annual certificate is not sent, however Uneek evidenced log in to prove continuing approval of NOCN. NOCN external QA visit report seen 8 7 21, next visit 4 7 22 – yearly QA visit includes feedback for exams, procedures and invigilation. Track record of students achieving accreditation in past 5 years.</p>					<p>To create data base to record all qualifications studied for and achieved irrelevant of awarding body over time.</p>
<p><u>2.3. 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.</u></p>	<p>Staff reported that they have weekly team meetings where individual needs of students are shared under the agenda heading ‘Students’ Staff have access to secure student files containing information. Currently students with EHCP needs have had adjustments made. This includes use of a laptop, 1:1 support for literacy and frequent movement</p>	<p>Comprehensive information sent to provider by partnership (HBEP) Including medical and input from other agencies such as CAMHs and EP. SDQ targets set by partnership (HBEP) are reviewed. Other commissioners may use the U-Neek referral form as a means to communicate individual needs. Student information can be accessed on Google Drive by U-</p>				<p>Partnership (HBEP) SEMH targets set on tracking sheets on Google Drive for forthcoming tracking period. Students to be made aware of these from the start of the forthcoming tracking period.</p>

	breaks. Note of appreciation form parent seen.	Neek staff as provider is currently split on two sites.				
2.4. <u>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.</u>	No adjustments have been required to date. However, following lockdown U-Neek has identified that they would benefit by having all courses located on one purpose built site. It was not possible to deliver practical subjects through lockdown because U-Neek used off site premises that were closed although U-Neek remained open to vulnerable students	New premises visited on this QA visit. First phase to be completed Jan 22 and second phase (vocational) summer 22. This includes sports hall, science lab, wood work/engineering classroom and beauty room.				
2.5. <u>Have a good knowledge of the current qualifications framework and the relationship of the qualifications the Provider offers to the accountability measures for schools.</u>	U-Neek have mapped qualifications offered against the national framework. However, none currently count towards progress 8. However, Btec L1 and L2 in Introduction to Engineering and CAD is planned which will count towards progress 8.	U-Neek is fully aware of status of accreditation and although the accreditation does not count towards progress 8. The courses on offer are suitable courses for the students.				
2.6. <u>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.</u>	This is done for students on tracking documents sent from partnership (HBEP) in advance of the time period to be tracked.					
2.7. <u>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.</u>	Yes this is done promptly and thoroughly as seen in HBEP evidence.					

<p>2.8. <u>Provide details of qualifications achieved by each learner and the originals of any qualification certificates awarded</u></p>	<p>This is collated by the partnership (HBEP) at the end of the academic year, end of year 11 or at the termination of the course. Original certificates are copied for reference and originals are forwarded to the partnership which are collated with certificates from other providers and sent to parents. Other commissioners may require an alternative process.</p>					
<p>2.9. <u>Agree in advance with the commissioning Partnership the end date for Year 11 students.</u></p>	<p>The end date for all partnerships is May half term. However, it may be agreed to continue beyond this point if accreditation is not complete or if it is in the child's best interest to continue. Other commissioners may request an alternative end date.</p>					

Additional evidence gathered when visiting the AP				
<u>"Prompts" for evidence gathering whilst on the visit to support judgements of "Learner Progress"</u>	<u>Your notes</u>			<u>Action Points</u>
<p><i>Is what you see happening at the AP what you expected to be happening when you commissioned the placement?</i></p> <p><i>How does the progress each individual learner is making at this AP compare with their progress elsewhere?</i></p> <p><i>What do the learners say about their progress here? Do they know what they are currently achieving and what they should do next?</i></p> <p><i>Is there evidence in learners' work books or in the work they are doing that they are doing well and making progress?</i></p> <p><i>Do staff in conversation or in their records show a knowledge of learners' current levels of achievement and the next steps they need to take?</i></p> <p><i>Is the behaviour that learners show when learning and indication of progress towards the soft targets you have agreed?</i></p>	<p>Yes.</p> <p>Progress is clearly good. However, is difficult to quantify against other providers due to diversity of accreditation, support offered and needs of students at providers.</p> <p>Learners say ' I have better concentration'. 'I am getting my head down'. 'I get more help'. 'I get on with staff'</p> <p>Books and classroom interaction seen, show that students are making progress and that presentation is good. Not all students could say exactly which qualifications they were doing, even though evidence of this was written down in exercise books. Most were clear about what they needed to do next. There were no incidents of poor behaviour.</p>			<p><u>Continue to refer to qualifications being aimed for.</u></p>
<u>Concluding Judgement</u>				
<p><u>To what extent does the evidence show that the Provider is effective in:</u></p> <ul style="list-style-type: none"> • <u>Ensuring that each learner is making appropriate progress in acquiring the knowledge and skills that are central to the course of study</u> • <u>Ensuring that each learner is making appropriate progress towards the "soft outcomes" that have been agreed</u> <p><u>And how far is the evidence supported by what you have observed at the establishment and in your reviews of learner progress?</u></p> <p><u>IS THE AP EFFECTIVE IN SECURING PROGRESS FOR LEARNERS?</u></p> <p>The provider is very effective in ensuring that academic and SEMH progress is being made. This is supported by observations and discussions with students and staff as well as results, work seen and improved behaviour.</p>				
<u>How would you rate this provider on this aspect and what follow up actions have you agreed with the provider.</u>				

LEARNER PASTORAL CARE

Requirement	Provider evidence	Observer notes	R	A	G	Action Points
<u>3.1. Report on attendance and punctuality each day in a timely way using the agreed procedures</u>	<p>CLM online register is used twice daily for those commissioners who use the system.</p> <p>Absence is followed up with carer and this is noted on CLM for commissioners attention.</p>	U-Neek have a contact list for all commissioners and if they don't use the CLM system U-Neek report daily attendance by phone				
<u>3.2. 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</u>	Lunch is provided by U-Neek for all students and included in the daily rate charged to commissioners.					
<u>3.3. Have clear disciplinary procedures in place, ensuring that any serious infringements are reported to the commissioning partnership swiftly</u>	Serious infringements are reported to the commissioners immediately and incident reports sent out the same day. Students are informed that this will be done. It is unlikely that students would be sent home but extra staffing may be deployed to support.	Sometimes commissioners will direct a decision to exclude, however this is a last resort. Individual cases are considered and acted upon accordingly.				
<u>3.4. 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</u>	Often arrange to make home visits to overcome difficulties where JT and commissioning staff attend together	Partnership (HBEP) keep case notes which are regularly forwarded to the school.				

Additional evidence gathered when visiting the AP				
<u>"Prompts" for evidence gathering whilst on the visit to support judgements of "Learner Pastoral Care"</u>	<u>Your notes</u>			<u>Action Points</u>
<p><i>What behaviours have you observed and how do you rate them?</i></p> <p><i>What do they say about the way they are disciplined, supported and cared for?</i></p> <p><i>What do your discussions with staff tell you about their knowledge and understanding of the needs of individual learners?</i></p> <p><i>What evidence is there that systems and routines are in place, enforced and effective in supporting good learning and behaviour. (lessons, breaks, lunchtimes, arrivals, departures etc)</i></p>	<p>Excellent behaviours and engagement. Students feel staff are supportive and fair and they feel safe. There was a calm friendly atmosphere and a willingness of students to listen to staff instructions, teaching and advice.</p> <p>I all of a number of discussions I had with several staff, they were very knowledgeable regarding learner needs and academic progress. Lessons were obviously well planned and there were high expectations of engagement and behaviour.</p>			
<u>Concluding Judgement</u>				
<p><u>To what extent does the evidence show that the Provider is effective in:</u></p> <ul style="list-style-type: none"> • Ensuring that each learner is well supported in developing and maintaining good attendance, punctuality and behaviour • Ensuring that each learner is cared for effectively including ensuring effective communication with the Partnership on issues related to pastoral care. <p>And how far is the evidence supported by what you have observed at the establishment and in your reviews of learner attendance and behaviour?</p> <p><u>IS THE AP ENSURING EFFECTIVE PASTORAL CARE FOR EACH LEARNER?</u></p>				
<p>U-Neek excellent at ensuring each learner is fully supported. The partnership (HBEP) holds evidence that there is effective communication regarding issues related to pastoral care.</p>				
<p><u>How would you rate this provider on this aspect and what follow up actions have you agreed with the provider.</u></p>				

SYSTEMS AND PROCESSES

Requirement	Provider evidence	Observer notes	R	A	G	Action Points
<p>4.1. Publish an annual report that includes:</p> <ul style="list-style-type: none"> • <u>A statement of the qualifications offered in the past year</u> • <u>The outcomes achieved by learners in those qualifications</u> • <u>Other evidence of non-accredited outcomes that learners have achieved</u> • <u>Plans for the following year and in to the long term</u> • <u>A statement to indicate the financial status of the organisation at the end of the year and into the future</u> 	<p>Information regarding outcomes is mostly collated at the end of the academic year (but earlier if this is appropriate) to be added to the commissioners data base/records.</p> <p>U-Neek complete and submit SDQs when required and targets are reviewed. Comments regarding non accredited outcomes are also included in provider tracking.</p> <p>Plans for new premises and accreditation as above.</p> <p>Details of financial status can be found at Companies House.</p>	<p>There is currently an updated brochure at the printers and information on the website.</p>				
<p>4.2. 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.</p>	<p>The current standard rate is £95per day. However, if there are additional needs/staffing levels etc this rate will be negotiated prior to commencing the programme and agreed in writing. This may apply, for example, to students awaiting a specialist placement via SENA or for additional transport costs.</p>					
<p>4.3. Ensure that the Provider is open to receive learners on all school opening days.</p>	<p>U-Neek is open for students during all school term times.</p>					
<p>4.4. Participate in any Quality Assurance Visits arranged by the Partnerships</p>	<p>Yes several have taken place.</p>					

Additional evidence				
<u>"Prompts" for evidence gathering either before or during the visit to the AP</u>	<u>Your notes</u>			<u>Action Points</u>
<p><i>Do your discussions with the leader/manager of the provision show you that (s)he has the vision and drive to enable it to thrive?</i></p> <p><i>Do your previous judgements in sections 1-3 show that the provision is meeting the needs of learners?</i></p> <p><i>Do the contacts of your staff and schools show that this AP has efficient and effective systems and processes that underpin its work with learners?</i></p>	<p>Absolutely! She is full of drive and has the vision for the provision to thrive.</p> <p>Yes the provision is definitely meeting the needs of the learners and has a proven track record of doing so.</p> <p>The systems and processes seen on the visit show that they effectively underpin the progress and outcomes of learners both academically and pastorally.</p>			
<u>Concluding Judgement</u>				
<p><u>To what extent does the evidence show that the provider is well led and managed, provides a stable and secure environment in which learners can flourish and has a capacity to adapt and change as demands change?</u></p> <p><u>And how far is the evidence supported by what you have observed at the establishment and in your team's regular contacts with the provider?</u></p>				
<p><u>DOES THE AP PROVIDE A SECURE AND STABLE LEARNING ENVIRONMENT AND WILL IT CONTINUE TO DEVELOP AND FLOURISH IN THE FUTURE?</u></p>				
<p>The provision is excellent and is well led and managed. It provides a stable and secure environment in which learners can flourish. It has shown, and continues to show, that it has the capacity to adapt and change in the best interests of the learners. This was seen on the visit and is also evidenced in partnership case notes and verbal interactions both with the provider and within the partnership (HBEP)</p>				
<p>How would you rate this provider on this aspect and what follow up actions have you agreed with the provider.</p> <p>A creation of a data base for all qualifications studied for and the results.</p> <p>To ensure students are aware of HBEP SEMH targets at the beginning of each tracking period.</p>				