

## Leicestershire Secondary Education and Inclusion Partnerships

### **Quality Assurance Visits Record of Evidence and Evaluations**

Provider's Name	Uneek Learning	Partnership	LNCIP	Date completed	26.04.2023
Note here any issues that you have given an "R" (Refer to the numbered sections)		When do you intend to check that the "R" issues have been addressed		Have the issues been resolved?	

#### **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 out 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 as it 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 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.</p>	<p>LEBC visit – 29.9.22). No actions.</p> <p>Follow -up to check the Vocational building when it's complete RA to be checked and its signed off. To take place 24.10.22.</p>	<p>Vocational building completed. RA in place and signed off</p>				
<p>1.2. Follow up any recommendations made as a result of the LEBC audits and action plans swiftly and effectively.</p>	<p>Updated at start of year.</p>					
<p>1.3. 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.</p> <ul style="list-style-type: none"> <li>Have clear procedures for safeguarding, ensuring that a Designated Safeguarding Person is appointed and has up to date DSP training.</li> <li>Maintain a single central record of DBS checks, providing information to the commissioning partnership on request. Maintain a secure system for record keeping.</li> <li>Have regard to the Leicestershire SEIP's common Safeguarding Policy in making these arrangements.</li> </ul>	<p>Electronic secure copy - Single Central Register – up to date. Emailed to all SEIPS at start of year and when requested.</p> <p>Car Insurance details shared with SEIPS on request.</p> <p>Lead DSL – Jay Tracey Deputy DSL – Emily Wittering, Paul Skiers Expires January 2024.</p>	<p>Safeguarding posters in every room with DSL lead names.</p> <p>Single Central record checked and up to date</p>				<p>DNE to check when students are placed and driving licence.</p>

	<p>U-neek Safeguarding policy (in line with LCC policy) including child-on-child abuse. Up-to-date. Policy seen.</p> <p>All staff attended LCC Child Protection Awareness and Safeguarding Training- August 2022. Including Keeping Children Safe document.</p> <p>PREVENT Training - all staff – 9.9.2022. Certificate seen.</p> <p>Weekly staff meeting to include Safeguarding issues (pre-planned to focus on specific topics throughout the year)</p>	<p>All staff have read and signed record to indicate they have read and understood KCSIE.</p>				
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**Additional evidence gathered when visiting the AP**

<p><b>“Prompts” for evidence gathering whilst on the visit to support judgements of “Learner Safety”</b></p>	<p><b>Your notes</b></p>				<p><b><u>Action Points</u></b></p>
<p><i>Is the use of equipment and tools monitored effectively by staff?</i></p> <p><i>Is the use of ICT supervised effectively?</i></p> <p><i>How effective are policies on mobile phone usage?</i></p> <p><i>Do learners report to you that they feel safe?</i></p> <p><i>Do staff show awareness of the Aps Safeguarding procedures?</i></p>	<p>Practical room in vocational block is locked when not in use.</p> <p>Kitchen - processes for knives – locked away - locked box in locked cupboard (2 staff with keys).</p> <p>Classroom – scissors locked in desk.</p> <p>I.T – 1:1 monitored by staff and log what sites students access. Firewall in place.</p>				

	<p>Mobile Phone Policy (also in Learning &amp; Behaviour Policy) Phones handed in during lessons. Returned at break times. If there's an issue with refusal, AP contacts SEIP/parents.</p>				
<p><b>Concluding Judgement</b></p>					
<p>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?</p>					
<p><b>IS THE AP ENSURING EFFECTIVE LEARNER SAFETY?</b></p>					
<p><u>Excellent procedures in place. Policies are robust, up-to-date and in line with current practice. Accessible to all staff. DSL posters, including photos clearly visible around the building. Students report that they feel supported and safe and know how to report a concern.</u></p>					
<p>How would you rate this provider on this aspect and what follow up actions have you agreed with the provider. Excellent. No actions.</p>					

## LEARNER PROGRESS

Requirement	Provider evidence	Observer notes	R	A	G	Action Points
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.	<p><b>Evidence of Placement Agreement including course details, learner hours, times of day. No points/credits at the time of course start. RA, Medical form, Timetable, SEND reports, LEBC, Tracker stored in student file.</b></p> <p><b>All students complete U-neek Induction checklist – 1:1 with Key Worker.</b></p>	<p><b>U-neek uses Google Drive for live updates.</b></p>				
2.2. Have evidence available for any subsequent quality assurance visit of the authorisation for and capacity to deliver the qualifications they have offered.	<p><b>NOCN Annual visit made in July 2022. NOCN carried out tour of building for exam arrangements and moderation exercise for course work marking and qualifications. Report seen (3.7.22)</b></p>	<p><b>Jay – internal quality assurer. Internal Quality Assurance certificate seen (April 2018 – up to date)</b></p> <p><b>Georgia – training to be an assessor.</b></p>				
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.	<p><b>Personalised TT, Awareness of student interests. Speaking with the Key Worker. Speaking to young person. Hand over book with more student information for staff to access. Staff Whatsapp group for sharing information.</b></p>	<p><b>All staff aware of SEND reports. Filed in student file.</b></p> <p><b>Good communication – staff notified of new paperwork for students.</b></p> <p><b>Evidence that curriculum was flexible and adapted to meet the needs of individual students.</b></p>				<b>SEIPS to share summary of E.P reports/ EHCP strategies.</b>
2.4. 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.	<p><b>Yes.</b></p> <p><b>Heath Lane QA visit completed report seen – July 2022.</b></p>					

	<b>Kibworth Mead QA visit completed – 27<sup>th</sup> September 2022.</b>				
<b>2.5.</b> Have a good knowledge of the current qualifications framework and the relationship of the qualifications the Provider offers to the accountability measures for schools.	<b>Displayed in office. Aware of progress 8 points. In agreement with SEIPS student needs are prioritised over progress 8, especially as numbers of more complex needs increase.</b>	<b>Good broad curriculum offer in place tailored to the individual needs of the students.</b>			
<b>2.6.</b> 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.	<b>U-neek set targets at the outset with agreed qualification and use SEIPS trackers. All staff have access to tracking. SEMH targets set by SEIPS and monitored by U-neek. U-neek administer SDQ assessments to set targets when necessary.</b>				
<b>2.7.</b> 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.	<b>Yes.</b>	<b>Weekly and Termly reports in place.</b>			
<b>2.8.</b> Provide details of qualifications achieved by each learner and the originals of any qualification certificates awarded	<b>Yes. Qualifications and Exams on-going throughout year. A Student certificates sent out to SEIPS when received.</b>	<b>SEIPS collate and send original certificates to students. Copy of certificates kept on SEIP student files and shared with schools.</b>			
<b>2.9.</b> Agree in advance with the commissioning Partnership the end date for Year 11 students.	<b>Yes. Year 11 usually finish May half term if course complete. U-neek happy to extend provision until the end of the year to enable student to complete course.</b>				

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<b>Additional evidence gathered when visiting the AP</b>				
<b>“Prompts” for evidence gathering whilst on the visit to support judgements of “Learner Progress”</b>	<b>Your notes</b>			<b>Action Points</b>
<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><b>Students felt it was equal or better compared with other APs due to staff relationships and accommodation.</b></p> <p><b>Students knew the courses they were studying but not always sure at what level.</b></p> <p><b>Student tick list displayed on sheet in front cover of all exercise books showing qualification and modules to be covered.</b></p> <p><b>Copy of student monitoring sheet in teacher’s file.</b></p> <p><b>Student books marked regularly and up-to-date.</b></p> <p><b>Students reported that teachers always told them what the next lesson entailed and felt they were well prepared.</b></p>			
<b>Concluding Judgement</b>				
<p><b>To what extent does the evidence show that the Provider is effective in:</b></p> <ul style="list-style-type: none"> <li>• Ensuring that each learner is making appropriate progress in acquiring the knowledge and skills that are central to the course of study</li> <li>• Ensuring that each learner is making appropriate progress towards the “soft outcomes” that have been agreed</li> </ul> <p><b>And how far is the evidence supported by what you have observed at the establishment and in your reviews of learner progress?</b></p> <p><b>IS THE AP EFFECTIVE IN SECURING PROGRESS FOR LEARNERS?</b></p>				
<p><b>It was evident on interviewing students that each learner was making good progress and happy with the relationships with staff and the content of the work. Staff knew the SEMH needs of the students, and this contributed to them feeling safe and cared for. As SEIPS there is evidence that students have progressed academically and socially and emotionally over time. This is evidenced through our tracking. The AP is very effective in securing progress for learners.</b></p>				
How would you rate this provider on this aspect and what follow up actions have you agreed with the provider.				



## LEARNER PASTORAL CARE

<u>Requirement</u>	<u>Provider evidence</u>	<u>Observer notes</u>	<u>R</u>	<u>A</u>	<u>G</u>	<u>Action Points</u>
3.1. Report on attendance and punctuality each day in a timely way using the agreed procedures	<p><b>AP registered with CLM and used for HBEP &amp; SLIP.</b></p> <p><b>Attendance recorded in a timely manner. School access CLM to access their students attendance.</b></p> <p><b>The SEIPS not using CLM require email and AP also uses this system.</b></p>	<p><b>Different SEIPS use different attendance reporting systems.</b></p> <p><b>Need to look at standardising across the partnerships.</b></p>				
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	<p><b>Students remain on site during break and lunch times. This is stated on the U-neek Induction form.</b></p> <p><b>Healthy food available to all students supplied by employed on site chef. This was irrelevant of FSM status.</b></p>					
3.3. Have clear disciplinary procedures in place, ensuring that any serious infringements are reported to the commissioning partnership swiftly	<p><b>Protocol in place. Incident reports completed and shared with SEIPs.</b></p> <p><b>Phone calls to SEIPS for more immediate concerns.</b></p>					
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	<p><b>Discussions with SEIP Key Workers to discuss and resolve issues.</b></p>					



<b>Additional evidence gathered when visiting the AP</b>				
<b>“Prompts” for evidence gathering whilst on the visit to support judgements of “Learner Pastoral Care”</b>	<b>Your notes</b>			<b>Action Points</b>
<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><b>New student process: Staff read referral form, meet with student and family. Student sits base line assessment. 1:1 discussion with student to explain what and why they are studying the chosen courses. All efforts to encourage good student engagement and appropriate behaviour .</b></p> <p><b>Teacher enthusiastic and has good knowledge of students.</b></p> <p><b>Meet &amp; Greet at start of the day. Supervised break and lunch times. Supervised departure at the end of the day.</b></p>			
<b>Concluding Judgement</b>				
<p><b>To what extent does the evidence show that the Provider is effective in:</b></p> <ul style="list-style-type: none"> <li>• Ensuring that each learner is well supported in developing and maintaining good attendance, punctuality and behaviour</li> <li>• Ensuring that each learner is cared for effectively including ensuring effective communication with the Partnership on issues related to pastoral care.</li> </ul> <p><b>And how far is the evidence supported by what you have observed at the establishment and in your reviews of learner attendance and behaviour?</b></p> <p><b>IS THE AP ENSURING EFFECTIVE PASTORAL CARE FOR EACH LEARNER?</b></p>				
<p><b>Strong evidence of effective communications with SEIPS to promote the well being and safety of students. Provider liked the immediacy of the CLM system and felt it was preferable compared to manual reporting.</b></p>				
<p>How would you rate this provider on this aspect and what follow up actions have you agreed with the provider. Excellent working relationships observed between U-neek staff. Enthusiastic commitment to the needs of the young people. A site well resourced and fit for purpose which clearly promotes the happiness and engagement of the young people. .</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"> <li>• A statement of the qualifications offered in the past year</li> <li>• The outcomes achieved by learners in those qualifications</li> <li>• Other evidence of non-accredited outcomes that learners have achieved</li> <li>• Plans for the following year and in to the long term</li> <li>• A statement to indicate the financial status of the organisation at the end of the year and into the future</li> </ul>	<p><b>Statements of qualification from 2021 – 22.</b>  <b>78% of students made at least 1 level improvement in F.S Matjs.</b>  <b>63% in English.</b>  <b>71% of students returned to mainstream school or special school (Warickshire)</b>  <b>Att. Overall for Leicestershire – 81%.</b></p> <p><b>Plan for opening other wing of the building to include a student common room, gym, CAD workshop, Hair &amp; Beauty salon. To be verified by LEBC prior to opening.</b></p>	<p><b>Provider intends to continue with this data harvest.</b></p> <p><b>Provider recognised the importance of on-going staff training. Currently training on - ELSA training – Natalie Teacher Training - Tye</b></p>				<b>SEIPS to use CLM to make a Data Harvest possible.</b>
<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><b>Fees agreed: £115 daily rate (£120 including travel). To remain stable for the year.</b></p>					
<p>4.3. Ensure that the Provider is open to receive learners on all school opening days.</p>	<p><b>Follow county opening times. Try to be flexible with city.</b></p>					
<p>4.4. Participate in any Quality Assurance Visits arranged by the Partnerships</p>	<p><b>Yes.</b></p>					

<b>Additional evidence</b>				
<b>"Prompts" for evidence gathering either before or during the visit to the AP</b>	<b>Your notes</b>			<b>Action Points</b>
<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><b>New build provides a commitment to an on-going, high quality service and manager with a well trained team.</b></p> <p><b>Highly motivated and enthusiastic manager.</b></p> <p><b>Silent partner able to give financial support to the business, including an excellent refurbished premises to a high standard.</b></p>			
<b>Concluding Judgement</b>				
<p><b>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?</b></p> <p><b>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?</b></p>				
<p><b>DOES THE AP PROVIDE A SECURE AND STABLE LEARNING ENVIRONMENT AND WILL IT CONTINUE TO DEVELOP AND FLOURISH IN THE FUTURE?</b></p>				
<p><b>A well resourced team lead by an effective and supportive manager. The premises provided very good facilities accessed by all students. Although the outside space was limited, the provider recognised the importance of utilising it to cater for the student's needs (vegetable patch and seating area) Sport activities were accessed through off site visits to the local leisure centre. A small on-site gym was available to students for scheduled sessions and/or impromptu times for relieving tension.</b></p>				
<p>How would you rate this provider on this aspect and what follow up actions have you agreed with the provider.</p>				