




Quality Assurance Framework Report	
NAME OF SERVICE	New Roots Care and Education (NRCE)
Type of service	Alternative Provision (AP)
Operated by	NRCE, WH Davis Sidings, Willow Tree Family Farm, Shirebrook Education Centre, Langwith Road, Shirebrook, NG20 8TE
Date of review	26.06.2024
Contracts Officer	Alison Miller
Service manager/ responsible person	Adam Hind (AH) and David Taylor (DT) – Managing Directors
Staff interviewed	One staff questionnaire and discussions during Validation.
Young people (YP) involved	Fourteen YP questionnaires.
Date Report Sent	30.07.2024
Officer Signature	

Overview of the Service:

The provision is set within many acres of woodland on the edge of the countryside alongside a Farm Park which is home to many wildlife and farming animals and other animals including reindeer, alpaca, meerkats, wallabies, a reptile house and therapy dogs.

YP have access to the Farm and the different activity areas/outdoor spaces within the woodland, and the provision offers YP many new experiences and opportunities.

At the time of the Validation there were 14 NCC YP attending the provision and a total number of 57 YP on roll, 42% of the YP had EHCP's.

YP attending are from many Local Authorities (LA's), the majority come from Derbyshire, Nottinghamshire and Lincolnshire.

The staffing structure includes two Directors, two teachers and seven TA's.

NREC ethos is the belief that life and learning is truly embraced through alternative approaches based around real life experiences and individualised to each YP needs.

NREC offers a range of qualifications to cater for all abilities. An assessment is undertaken on each YP to ensure the correct level is offered to suit them individually. YP are given the choice on courses and are able to work through qualifications at their own pace.

Aim Awards Qualifications include:

- Animal Care
- Catering
- Personal Social Development
- Independent Living

YP IT skills are developed and work is computer based making it accessible for all involved to track progression of courses.

NREC focuses on work-based skills at the site, YP are able to actively engage in sessions that develop key skills for employment.

The primary provision is a unique opportunity for YP to thrive within a setting designed to promote personal development and areas of the national curriculum.

The secondary provision focuses on re-connecting YP with the confidence to excel in core subjects and integrate back into mainstream or special school settings.

Covering core academic and vocational programmes offers YP the opportunity to develop and remain in line with expected learning in a alternative environment that is suitable for their learning needs. YP study life skills including how to write CVs, job searching, attending interviews, personal appearance, and other key skills to help prepare them for employment.

The provision supports YP who wish to access further education and assist them with routes to access colleges, universities, scholarships and apprenticeship.

NREC seeks opportunities for YP to trial employment in their chosen career path to ensure further education is successful and reduce the likelihood of dropping out of further education.

The provision supports YP by working with other agencies who help deliver further advice.

A new system has been introduced to track YP attendance at sessions, and the provision actively works with parents/carers to encourage YP to attend.

Planned service developments and improvements moving forwards include Pearson SAT testing accreditation and the installation of Norwegian teepees for mindfulness sessions including yoga.

Young People Feedback:

The YP completed questionnaire feedback was overall very positive about the provision with them agreeing to the questions/statements asked.

Additional comments included:

- “I feel comfortable and my needs are met and kept”.
- “Everyone knows everything”.
- “They all listen no matter the reason”.
- “I feel like I know how to stay safe on the farm and in an emergency”.
- “You guys are the best”.

Staff Feedback:

The staff questionnaire feedback indicated they enjoyed working with YP at NREC, the general working environment within the provision and support provided for staff by service management. Staff confirmed that NREC ensured that staff kept up to date with all appropriate training and supported staff to undertake personalised training in order to support their professional development.

Staff feedback comments included:

- “Learning new skills/training”.
- “Staff briefings mornings/afternoons with the management team”.
- “I feel I do receive regular supervision that covers and supports me to carry out my role within the setting”.
- “I do feel supported by the management”.

Summary of obtained QAF Scores

Service Objectives	Self Assessment Standards		Standards attained		Standards Attained after Action Plan (if required)
1 - Assessment and Support Planning	Met	C	Met	C	N/A
2 - Security, Health and Safety	Met	C	Met	C	N/A
3 – Safeguarding and Protection from Abuse	Met	C	Met	C	N/A
4 – Fair Access, Diversity and Inclusion	Met	C	Met	C	N/A

5 – Young People Involvement and empowerment	Met	C	Met	C	N/A
6 – Management of Service Provision	Met	C	Met	C	N/A

Validation key:

- ✓ - Standard achieved
- *Italics* - General recommendations
- **Bold** - Fail points requiring action

Assessment and Support Planning		
All children and young people have an assessment of their risks and support/care/learning needs. All plans are suitable and up to date. Assessment and planning procedures place children and young people in the centre. Plans are managed by providers and involve other professionals and or carers where appropriate.		
1.1 All children and young people's needs and risks are assessed on a comprehensive and consistent basis. Assessments and plans are in place in a timely manner from the start of the placement.		
A needs and risk assessment policy and procedure is in place and is reviewed at least every 3 years. The policy and procedure references safety planning.	✓	Pupil Risk Assessment (RA) and Plans Policy last reviewed 08.2023 and reviewed annually, next review due 08.2024 seen as evidence.
The procedure states how children and young people will be involved in their own individual assessments and plans and will reflect progress made.	✓	The Pupil Assessment Policy includes YP being involved in RA's and plans (Page 1). Each YP has a Pupil Profile (PP), this includes their individual RA, timetable, Learning Logs, attendance, behaviour, attainment, targets, Action Plan, Outcome Star, Transition Plan, academic overview, RAG rating and YP Pen Profile with YP views and wishes.
Staff understand and follow the risk assessment procedures.	✓	Staff confirmed that they understood NREC RA processes. They explained that there were clear procedures available, and all staff knew that any issues should be raised immediately with the management.
Care plans and risk assessments clearly identify the young person's individual support needs, referencing relevant input from other agencies and identifying external support, where appropriate.	✓	YP PP seen as evidence, the provision works with other agencies to support YP collaboratively, including partner schools, other AP's, ICDS, EOTAS, Children's Social Care and Health Professionals including Psychologists and Behaviour Support. YP placements are commissioned by LA's, mainstream, academy and special schools, and 15% of the YP on roll are looked after.
1.2 All children and young people have individual outcomes-focussed support and risk management plans that address the needs and risks identified by the assessment process.		

All support plans and risk assessment plans outline risk management strategies.	√	PP's detail identified risks, targets, support strategies for staff, with clear actions including de-escalation and all staff are aware to contact management if there are any issues, there is always a senior manager available.
Support plans incorporate individual outcomes and SMART objectives which have been coproduced with children and young people where achievable. Carers, relatives or other advocates are also involved where appropriate.	√	PP's with SMART targets are developed with YP and are reviewed Termly as a minimum or sooner if required.
1.3 Needs / risk assessments and support / risk management plans are reviewed regularly on a consistent and systematic basis.		
Care plans and risk assessments are reviewed regularly (minimum annually) and that timescales are included within the Risk Assessment Policy.	√	YP PP's in place that are reviewed following any incidents/information updates and Termly as a minimum. Staff advised that there is regular communication with YP/parents/carers and referrers and reviews are undertaken on a Termly basis.
All children and young people get a risk assessment with appropriate reviews. It is clear what factors would trigger a review sooner.	√	YP attendance dipping, increased levels of flight, change of YP status, breakdown in another setting the YP attends and YP moving on from the provision would all trigger a sooner review.
1.4 Needs and risk assessment and support planning are coproduced children and young people and/or their parents and carers and take full account of their views, preferences and aspirations.		
Children and young people's views are central to risk assessments and plans and where a child or young person disagrees with their assessment or review, this is recorded.	√	YP views are within their PP's, a Let's Talk approach with YP/parents/carers enables any potential issues to be talked through and resolved with either AH or class teachers. The YP and parent portals on the website also enable any feedback to be shared at any time.
Children and young people have access to their information and are provided with a copy of assessments and reviews if they wish.	√	YP completed questionnaire feedback confirmed YP are involved in their plans and can access copies of the plans.
Information contained within needs and risk assessments is protected and shared as appropriate, in accordance with current data protection legislation.	√	Data Protection Policy seen as evidence, last reviewed 08.2023 and reviewed annually with next review 08.2024. NREC Confidentiality Policy also seen as evidence, last reviewed 08.2023 and due for next review 08.2024. Information Sharing Agreements and the privacy notice are within the Learner Agreement and Welcome Pack seen as evidence.
Children and young people confirm that their views have been listened to and taken into account and that	√	YP completed questionnaire feedback confirmed YP are involved in their personal plans and have input into them.

staff are sensitive to their particular needs. This could be through coproduction activities.		Comments included: <ul style="list-style-type: none"> • “I feel like I’m involved with writing and updating these in class”. • “With Adam and school”. • “Yes, because they won’t know my level intelligence without assessments or plans for education”.
1.5 Staff carrying out needs and risk assessments and negotiating support and risk management plans are competent to do so.		
Staff are able to describe how they can support children and young people to achieve their identified outcomes and are knowledgeable about the range of services and support provided in order to achieve these outcomes.	√	Staff feedback included: <ul style="list-style-type: none"> • “I support YP by supporting in lesson time”. • “I support YP in farmwork and also understanding them”.
Staff receive appropriate training to enable them to describe the assessment and planning processes and the rationale behind the key elements.	√	Staff feedback confirmed they had received training in assessments and planning and the procedures NREC has in place.

Security, Health and Safety		
The security, health and safety of all individual young people, staff and the wider community are protected.		
2.1 There is a health and safety policy which has been reviewed in the last three years and is in accordance with current legislation.		
The Health and Safety policy and certificate are visible in the service. This policy has been reviewed in the last three years.	√	Health and Safety (H&S) Policy dated 08.2023 and reviewed annually, next review due 08.2024. The policy covers relevant statements including statement of intent, responsibilities & arrangements for H&S. Aspects included H&S training, first aid, fire safety, emergency procedures and accident reporting. The policy includes reference to legislation/Acts including Health and safety at Work Act 1974, Occupier’s Liability 1957/1984 and COSHH. <i>It would be beneficial to also reference the Health and Safety Executive within the H&S policy, and any other relevant H&S Acts/Legislations.</i> The H&SE Certificate was seen during the visit.
Staff are able to describe the health and safety procedures and how these impact on their work.	√	Staff feedback confirmed they had received training in Health & Safety (H&S) and understood NREC staff procedures.

		<p>All staff have access to the H&S Policy and read this as part of their induction alongside the Lone Working Policy.</p> <p>Staff feedback included:</p> <ul style="list-style-type: none"> • “Checking learning spaces are clean and tidy”. • “Reporting any faults to the management team”.
Children and young people are able confirm they understand health and safety procedures and how to stay safe.	√	<p>YP feedback demonstrated that they knew how to stay safe during sessions at the provision.</p> <p>Feedback comments included:</p> <ul style="list-style-type: none"> • “I know how to stay safe”. • “Yes, our emergency point is on the field”. • “I know where to go in an emergency”.
2.2 The service has a co-ordinated approach to assessing and managing security, health and safety risks that potentially affect all clients, staff and the wider community.		
A formal procedure exists for conducting service risk assessments, at an appropriate frequency, which covers all potential risks (other than risks to individuals) and appropriate information sharing mechanisms.	√	Willow Tree Farm Emergency Action Plan folder seen during the visit with Property/Fire RA's, Visitor Policy is within the H&S Policy, Visitor Book seen on arrival/departure, accidents/incidents are logged on YP PP's for the AP and in a paper book for the Farm.
Staff are able to describe how to undertake appropriate risk assessment.	√	Staff questionnaires feedback confirmed that they understand the RA procedure.
Regular health and safety inspections are undertaken to monitor risk.	√	Willow Tree Farm Emergency Action Plan folder contains H&S checklists, fire and Legionella testing, fire drills, electrical certificates including PAT testing and special equipment testing including a track hoist system and an elevated changing bed.
There is a lone working policy that sets out procedures to minimise the risks to people working alone and to young people and where staff work alone, risk assessments specifically address the risks faced by lone workers and young people.	√	<p>Lone Working Policy seen as evidence, last reviewed 08.2023 and to be reviewed 08.2024.</p> <p>The provision has had individual staff RA's for pregnancy, following an injury and ongoing medical conditions, and are developed as/when required for staff.</p>
Where CCTV is in operation, there is appropriate information and signage and privacy information to advise of the use of surveillance cameras.	√	CCTV signage is displayed around the provision and is within the signed Learner Agreement, only Directors have access to view the CCTV recording.
Staff can explain the use of CCTV.	√	Staff confirmed their understanding of the use of CCTV to keep everyone safe whilst on the premises.

		Feedback comments included: <ul style="list-style-type: none"> • “The use of CCTV is to keep learners, staff and visitors safe whilst on site”. • “If there was an incident CCTV can be reviewed by management”.
If applicable, children and young people confirm they understand why CCTV is in place and it was explained to them why it is in place.	√	The Learner Agreement includes information and consent for CCTV, transport, photo & video and Class Dojo.
2.3 There are appropriate arrangements to enable clients to access help in crisis or emergency.		
Emergency call-out and out-of-hours support arrangements are documented and publicised to children and young people in ways appropriate to their need and children, young people and staff understand these procedures.	√	N/A – the provision does not operate an out of hours service, however in the event of an emergency parents/carers have the two Directors mobile numbers, the teachers are on Class Dojo until 6pm and the website chat function is available 24/7.

Safeguarding and Protection from Abuse

There is a commitment to safeguarding the welfare of children and young people using or visiting the service and to working in partnership to protect vulnerable groups from abuse.

3.1 There are robust policies and procedures for safeguarding and protecting adults and children, that are less than three years old and in accordance with current legislation.

The Safeguarding Policy address children (and adults where required) and comply with good practice.	√	Child Protection and Safeguarding Policy last reviewed 08.2023 and to be reviewed/updated 08.2024. The policy addresses types of abuse and how to recognise it. CSE, CCE, missing, Prevent, bullying including Cyber-bullying, managing complaints, staff responsibilities, allegations against staff procedure, reporting, how information/outcomes are shared with YP, LA contact information for MASH/LADO. AH has sought NCC Education colleagues advice and a new whole setting Safeguarding Policy is being developed, this will be in place for September 2024. The new policy will include references to Keeping Children Safe in Education 2024, Working Together to Safeguard Children 2018, Children Act 1989 and 2004, Education Act 2002, Children and Families Act 2014, DfE guidance and policies, General Data Protection Regulation (GPDR) and Data Protection Act 2018.
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There is a whistle blowing policy and procedure in accordance with the Public Interest Disclosure Act 1998.	√	Whistle Blowing Policy seen as evidence which is in accordance with the Public Interest Disclosure Act 1998. The policy was last reviewed 08.2023 and is reviewed annually. Policy includes who staff can go to if the concern relates to management and how whistleblowers are supported.
3.2 Staff are aware of policies and procedures. Their practice safeguards children and young people and promotes understanding of abuse.		
Prompt action is taken in response to individual concerns from staff and children and young people and appropriate support is provided to them. A log records details of these cases and outcomes and shows that appropriate action is taken, including reporting to appropriate authorities.	√	NREC Safeguarding Log running record since 2018 within secure OneDrive that only DSL and DDSL are able to view, and confidential At Risk/Concerns Register within the platform seen as evidence.
Support is provided to survivors of abuse.	√	AH advised himself as DSL or the DDSL and the teacher would support the YP. There is a Safeguarding wall with posters and photographs of DSL & DDSL in each classroom colour coded to Worry Monsters, YP chose the colours they would prefer.
Staff have received appropriate training and are able to describe how their practice promotes safeguarding.	√	NREC Training Matrix seen as evidence that all staff undertake mandatory annual Safeguarding training including professional boundaries. Induction Checklist also seen as evidence.
Staff and volunteers can describe how they would report any actual or suspected abuse or neglect, and who incidents should be reported to.	√	Staff confirmed they understood Safeguarding procedures and they would discuss any concerns with management. Staff feedback comments included: <ul style="list-style-type: none"> • "To raise concerns for Safeguarding I would go to the DSL and write down a detailed statement". • "I would support YP that I would have to report to relevant staff".
3.3 Staff are made aware of and understand their professional boundaries and their practice reflects this.		
A Code of Conduct (or similar document) makes clear appropriate boundaries for staff and volunteers and there are procedures in place to prevent staff from personal benefit when working with vulnerable people.	√	Code of Conduct Policy last reviewed 08.2023 and reviewed annually, next review due 08.2024 seen as evidence. The policy includes acceptable use of technologies, staff/YP relationships and communications, personal benefit, expected behaviour, dress code, behaviour off duty and the use of social media.

		Electronic Devices in the Workplace Policy 08.2023 and due for review 08.2024 also seen as evidence.
Staff and volunteers receive appropriate safeguarding training and are able to describe the policies concerning relationships with children and young people and how their practice maintains effective boundaries.	√	Staff Training Matrix seen as evidence of mandatory Safeguarding annual training, including professional boundaries. Staff feedback included: <ul style="list-style-type: none"> • “To be professional and be a good role model”. • “By setting examples”.
3.4 Children and Young People understand what abuse is and know how to report concerns.		
The safeguarding and protection from abuse procedure is promoted in ways appropriate to children and young people’s needs.	√	YP Welcome Pack, Safeguarding walls with posters, Worry Monsters, YP and parent/carer portals on the website.
Children and young people understand how to report any concerns.	√	Feedback from YP confirmed they knew how to report any concerns and who to speak to.
The service provides the child or young person with appropriate feedback when any safeguarding action has occurred. This is also shared with relevant professionals.	√	AH confirmed himself as the DSL with support from the YP teacher would provide feedback to the YP/parent/carer and relevant professionals.
3.5 The service is committed to participating in a multi-agency approach to safeguarding vulnerable adults and children.		
In services specifically working with children and young people there is a designated, appropriately trained and supported child protection lead.	√	The Designated Safeguarding Lead (DSL) is Adam Hind and Deputy Designated Safeguarding Leads (DDSL) are David Taylor and Dawn Mason-Meakin. DSL and DDSL training certificates seen as evidence, training completed 26.09.2023 and due for renewal 25.09.2025.
In services specifically working with children and young people, there is an awareness of the Pathway to Provision and how this relates to, and is separate from, child protection.	√	Staff advised their understanding of the tiered approach to Early Help and Children’s Social Care processes. MASH referrals are sent/stored by DSL via secure email and OneDrive.
The service works jointly with other appropriate agencies to promote the safeguarding of adults and children and young people and engages in multi-agency working.	√	Meeting notes, emails and case recording etc. are stored within the individual YP folder on the secure, confidential OneDrive. EHCP updates are all uploaded and within NCC Hub. The provision attends a broad range of multi-agency meetings for YP including LAC, CIN, CP, TAC, PEP, EHCP Annual Reviews, Section 20 and YOT.

Fair Access, Diversity and Inclusion

There is a demonstrable commitment to fair access, fair exit, diversity and inclusion. The service acts within the law and ensures clients are well-informed about their rights and responsibilities.

4.1 Fair access, fair exit, diversity and inclusion are embedded within the culture of the service and there is demonstrable promotion and implementation of the policies.

An Equality and Diversity policy is in place which has been reviewed in the last three years. The policy covers anti-discriminatory practice and harassment and access to services.	√	Equality and Diversity (E&D) Policy last reviewed 08.2023 and reviewed annually, next review due 08.2024. References Equality Act, definitions of equality, anti-discrimination and different characteristics. recruitment and Equal Opportunities. NREC Bullying and Harassment Policy 08.2023 and reviewed annually also seen as evidence.
Records show that staff are specifically recruited or trained to ensure their understanding and sensitivity to the diverse needs of children and young people.	√	In line with NREC Safer Recruitment Policy all staff are recruited to ensure their understanding and sensitivity to YP diverse needs. This process includes advertising vacancies and screening applicants for minimum standards required via Indeed, checking & verification of application forms, interviews with management and YP if possible, staff qualifications, references, staff training records and pre-employment processes including DBS and Right to Work. Training Matrix, teacher qualifications and SCR seen as evidence.
Staff receive Equality and Diversity training and are able to demonstrate an understanding of the policies and procedures including: -the principles behind them and the implications for their work; -show how they communicate with children and young people in ways that are appropriate to their diverse needs.	√	Staff feedback comments included: <ul style="list-style-type: none"> “I watch the learners to keep them safe, and take advice”.
Children and young people are able to confirm that they understand the Equality Policies of the organisation and that they are supported in meeting their cultural, religious and/or lifestyle needs.	√	YP feedback highlighted they agreed that the service recognised and supported cultural, religious and individual health needs. Feedback comments included: <ul style="list-style-type: none"> “Yes, I get supported with my disabilities”.

4.2 There is a commitment to ensuring fair exit from the service.

Transitions plans are in place from the start of service delivery. The Plan reflects a considered exit route and reflects the objectives and aspirations of the child/young person.	√	Staff advised that YP wishes for their futures are discussed within their induction into the provision and reviewed regularly with the YP during sessions and recorded in the YP PP's.
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		Examples were shared of many primary aged YP moving on to mainstream school, six secondary aged YP moving on to mainstream school and four YP accessing part-time who had then attended full timetables and successfully moved on to mainstream schools.
Children and young people can describe what the service offers in terms of opportunities.	√	YP feedback demonstrated they were given information regarding the services and opportunities at NREC provision sessions.
Staff comply with the law and good practice when placements breakdown and where all options have been exhausted, there are clear procedures for staff to follow when looking at fair exit from service provision.	√	The provision uses NCC Placement at Risk forms and procedure, for discussions, review meetings and then if notice is deemed appropriate a twelve week timeline is given to enable sufficient time for a well-planned and prepared transition for the YP. Behaviour, Violence and Aggression Policy last reviewed 08.2023 and next review due 08.2024 also seen as evidence.

Young People Involvement and Empowerment

There is a commitment to empowering young people and supporting their independence. Young people are well informed so that they can communicate their needs and views and make informed choices. Young people are consulted about the services provided and are offered opportunities to be involved in their running. Young people are empowered in their engagement in the wider community and the development of social networks.

5.1 Young people wanting to access a service can make an informed decision before accepting an offer and know about the range of services and support available to meet their needs.

Children and young people have the opportunity to visit the service, meet staff and are aware of the range of services available prior to accepting a place. If not has a pre -arranged meeting taken place with the lead professional?.	√	YP feedback indicated they had received a Welcome Pack and visited the provision prior to attending sessions. Feedback comments included: <ul style="list-style-type: none"> • “A few weeks before to see what I was going to expect”. • “Yes I came for a tour round and met all the staff and animals”. • Yes a Welcome Pack and had a visit”.
Children and young people and referral agencies confirm that information about the service is available in formats appropriate to their individual needs.	√	YP Welcome Pack seen as evidence. The website is easy to access and YP friendly and has YP and parent/carer portals and a 24/7 chat function available.

5.2 Children and young people are consulted on all significant proposals which may affect their service and their views taken into account.		
A statement of rights and responsibilities is in place, which includes the right to be consulted.	√	Learner Agreement and YP Welcome Pack seen as evidence. During the previous Term YP had developed their own primary and secondary class rules whilst attending the provision.
Children and young people confirm that they receive feedback on changes that have or have not been made and why.	√	YP feedback included: <ul style="list-style-type: none"> • “I’m involved in changes”. Following YP feedback in secondary curriculum debates subjects offered have been changed including adding PE, history and cooking and more science sessions. The Farm has obtained different animals that YP had requested. The provision shares YP feedback and changes made via You Said We Did.
5.3 The service encourages clients to do things for themselves rather than be dependent on staff.		
The service has a clear, documented approach to empowering children and young people and promoting their independence, whilst balancing effective risk management.	√	NRCE endeavours to encourage YP to develop to their fullest potential and be as independent as possible. This is outlined in the RA Policy and the E&D Policy seen as evidence. YP learn independent living skills as part of the National Curriculum, this includes budgeting, cooking, writing a CV, catching buses and using What3words.
Staff can describe how they work with children and young people to promote independence.	√	Staff confirmed they work with YP to promote independence, for example learning new skills, offering guidance and sharing opportunities with YP. Feedback comments included: <ul style="list-style-type: none"> • “By listening to YP, being a good role model and encouraging learning new skills”.
Children and young people can provide examples of specific initiatives that have expanded their skills, confidence and self-esteem.	√	YP feedback highlighted they were supported by NREC to learn new skills and the opportunity to gain qualifications. Feedback comments included: <ul style="list-style-type: none"> • “Yes I feel encouraged to try new activities”. • “Yes, I’ll give anything a go”. • “Yes, depends what it is”.

		<p>Staff shared examples of YP successfully building up to full timetables.</p> <p>The provision offers YP and their families the opportunity to visit the Farm free of charge once per week during any school holidays.</p> <p>Family Fridays delivered by the provision offer free entertainment and reasonably priced menu and drinks for a night out, Sunday Sounds with a carvery and entertainment will soon also be offered for YP and families.</p>
Children and young people are encouraged to take part in active decisions and are empowered to make their own choices around friendships.	√	<p>YP feedback demonstrated they agreed that they were encouraged and enabled to make decisions for themselves when attending sessions.</p> <p>Feedback comments included:</p> <ul style="list-style-type: none"> • “Yes I am listened to by staff”. <p>YP designed an outdoor activity equipment circuit area in the woodland, and a wildflower area has been developed to enable bees to be kept at the provision moving forwards.</p> <p>Another project YP designed and developed was the new rabbit and guinea pig enclosure with an outdoor area with seating for YP to be in with the animals.</p>
Outcome Stars are used to measure children and young people’s journey of change and progress which influences their support and/or transition plans.	√	<p>Outcome Stars are completed with YP (see Outcome Star Audit section towards the end of this report).</p> <p>As appropriate YP PP’s are discussed and updated with YP/parent/carers as part of the YP Termly Outcome Star process.</p>
5.4 Young people are encouraged to consider ways in which they can participate in the wider community.		
Children and young people confirm that they are able to participate in activities within the wider community such as leisure services and the service provides appropriate support to enable this.	√	YP responses confirmed that they were able to participate in activities in the wider community since accessing the provision.
Children and young people confirm that information about services, activities and opportunities is made readily available in ways appropriate to their needs.	√	Feedback from completed YP questionnaires confirmed that information about the opportunities available was communicated in appropriate formats.
The service actively encourages and promotes links with friends and family, where appropriate.	√	All YP/parents/carers visit the provision ahead of starting sessions.

		YP/parents/carers are actively involved in PP's and reviews.
Children and young people can confirm there are no policies that prevent them from friends and relatives engaging in activities with them.	√	N/A to the YP sessions delivered by the provision.
Support plans reflect that children and young people have been empowered to overcome barriers to participating in the wider community, where appropriate.	√	YP PP's and the family events and free family visits to the Farm offered by the provision during holiday periods.
5.5 There is a written complaints policy and procedure that has been reviewed in the last three years and this is used as a tool for service development.		
The complaints procedure is as straightforward as possible and available in other formats appropriate to the needs of the group.	√	NREC Complaints Policy last reviewed 08.2023 and reviewed annually, next review due 09.2024 seen as evidence. NREC Complaints Form also seen as evidence. The Complaints Form can also be downloaded from the YP and parent/carer portals on the website. Complaints guidance is also included within the Welcome Pack and Learner Agreement.
The complaints procedure specifically addresses complaints from external individuals or organisations.	√	The Complaints Policy indicates that it applies to both service users and external organisations (Page 1).
A log records outcomes to complaints and shows that appropriate action is taken within reasonable response times.	√	NREC had received no formal complaints to date, Central Complaints Log seen as evidence.
Outcomes of complaints are fed back to complainants and there is an appeal process should the complainant be unsatisfied with the outcome.	√	The policy specifies that the outcomes of complaints will be fed back to the complainant within the timescale outlined. AH or DT would feedback to a complainant and school/commissioners if a complaint was received. The appeals process is included within the Complaints Policy.
Children and young people confirm that they feel able to complain and are confident that their complaint will be dealt with in a positive manner and that information about independent advocacy is available.	√	YP confirmed they understand how to make a complaint and they felt comfortable to do so. YP feedback comments included: <ul style="list-style-type: none"> • "Yes Adam or a teacher". • "Yes I do, I can speak to staff or the closest teacher". • "Yes, to a teacher".

Management of Service Provision

The service provision is professionally managed. Appropriate staff are recruited, inducted, trained and supervised to meet the needs of the young people. There is a commitment by the service provision to continuous improvement.

6.1 The service recruits, inducts, trains, supervises and manages all staff in a manner appropriate to the service provision.

There is a recruitment and selection policy that aims to eliminate discrimination in recruitment processes and ensures Safer Recruitment.	√	<p>Safer Recruitment Policy seen as evidence last reviewed 08.2023 and reviewed annually, next review due 08.2024.</p> <p>Policy references Equal Opportunities and anti-discrimination, application forms, job descriptions and person specifications, interview processes, references, DBS checks, ID checks, induction processes and three-month probationary period (or academic Term depending on start date).</p> <p>SCR for staff also seen as evidence.</p>
All staff and volunteers have up-to-date job descriptions, which reflect their actual roles, responsibilities and the requirements of the service provision.	√	<p>Appropriate job descriptions were in place. NREC teacher and TA documents seen as evidence with relevant, appropriate responsibilities for the roles.</p>
There is a documented training programme for all staff roles including induction programme for all new staff and volunteers, shortly after joining the service. The learning and development plans include mandatory and optional training specific to the staff role and the service provision.	√	<p>Training Matrix seen including Safeguarding, Online Safety, GDPR, DSL, First Aid, H&S, Fire Safety, Mental Health Awareness, E&D, Autism Awareness, Learning Disability Awareness, Sensory Impairment Awareness and Positive Behaviour Support.</p> <p>Induction Checklist seen as evidence.</p> <p>All staff have access to High Speed Training, a CPD platform with a wealth of additional training opportunities available.</p> <p>Team Teach will be delivering a session for all staff within the provision, and staff have access to all their learning resources.</p> <p>Some staff have PACE zones of regulation qualifications.</p> <p>AH has undertaken trauma informed training and upskills other staff.</p> <p>Management review staff training requirements on a regular basis</p>

		and there are three dedicated training days scheduled for 2024-25 academic year.
Management record staff awareness of policies and procedures and any relevant updates.	√	Staff feedback confirmed all training is up to date, policy and procedure updates have been read and understood. Management oversight of this is within the OneDrive platform.
Staff supervision notes show that regular supervision takes place, at a frequency appropriate to the service provision, and feedback on performance given.	√	Termly supervisions take place each Term along with QA of teaching. These include session notes, areas of success, development areas, actions, SMART targets and an informal rating seen as evidence.
Staff are encouraged and empowered through induction and training programmes, supervision and management processes.	√	Staff confirmed that they were effectively supported by the provision management to develop professionally. Feedback comments included: <ul style="list-style-type: none"> • "Behaviour training in staff meeting, learning new skills, online training".
Regular staff and volunteer team meetings occur, with outcomes and actions documented. Actions are followed up at subsequent meetings.	√	Daily Team Meetings take place, meeting notes with clear actions seen as evidence.
Staff members and volunteers confirm that they are able to discuss any concerns with knowledgeable managers as and when necessary.	√	Staff confirmed that they felt supported by management and that they trusted management to resolve any issues. Feedback comments included: <ul style="list-style-type: none"> • "I'm supported by the management and I can raise and discuss any concerns".
Safeguarding, professional boundaries and protection from abuse policies and procedures are covered in staff induction and training programmes and integrated into staff management practices.	√	Training Matrix, Induction Checklist, supervision notes and Team Meeting notes seen as evidence.
Staff receive training in dealing with and encouraging complaints.	√	Included within staff induction, Induction Checklist seen as evidence. Staff feedback comments included: <ul style="list-style-type: none"> • "Yes, report any concerns to management and follow concerns procedures".

Outcome Star Audit

Number of cases audited: Six (2023-24 PI Workbook Term 1)

Findings:

Outcome Star scores reported by six YP within the PI Workbook for Term 1 (2023-2024) indicated positively that Q5 (How I feel about my education setting) was the aspect highest scored by all the YP, with helpful comments also included in the Workbook. This highlights that YP accessing the provision are happy and content with the education they are receiving, and the setting in which they are receiving it in.

Conclusion and Summary of Recommendations

NREC presented as a well organised service, with clear policies and procedures in place. Staff appeared to be caring, prioritising the needs of the YP attending the provision, but also knowledgeable about safeguards in place and the boundaries within which they needed to work.

YP feedback highlights the provision provides a YP-centred service, YP feel happy and safe at the service, they know who to speak to if they have any concerns and they think very highly of the staff and management. Furthermore, staff feedback confirms that the service is YP-centred as the views and wishes of the YP are at the heart of everything they do in order to ensure they are happy, safe and can achieve their individual potential. Staff also confirmed that the management style is good, management are always approachable and that they find regular supervision helpful to them.

The evidence submitted prior to and seen during the Validation is thorough and well detailed and adequate evidence has been submitted to meet all criteria & sub-criteria, therefore an Action Plan is not required.

Summary of Recommendations

A list of recommendations for service improvement following the Validation can be found below:

- *2.1 Security, Health and Safety - It would be beneficial to also reference the Health and Safety Executive within the H&S Policy, and any other relevant H&S Acts/Legislations.*

Action Plan - Not Required.