



Up-Grade Quality Assurance Checklist

Actions	Yes/no
<p>As an alternative provision site we will make sure, before the pupil attends and check:</p> <p>We have an up to date Health and Safety policy is in place and accessible to all staff, young people, parents/carers and visitors. There is a designated person who is held ultimately responsible for health and safety.</p> <p>Robust risk assessments have been carried out to identify significant risks on site and for off-site visits, transport etc (including risks to children, young people and adults)</p> <p>Fire drills take place regularly, at least once a term.</p> <p>Appropriate lock-down procedures are in place and drills take place at least termly.</p> <p>Public liability insurance policy is current and the insurance certificate is displayed.</p> <p>First aid equipment and/or facilities are readily available.</p> <p>Children and young people are appropriately supervised at all times.</p> <p>All staff aware of the advice given from the Health and Safety Executive about lone working.</p> <p>Administration of medicines policy and procedures are in place</p> <p>Systems in place between provider and 'home' school (and with pupils, parents and carers) for the sharing, reporting and celebrating of student success, personal progress and skill development.</p>	
<p>Ensure our staff have had the appropriate checks, for example Disclosure and Barring Service (DBS) checks, Volunteers are suitably vetted.</p>	
<p>We have proved in writing about social networking, the use of social media and e-safety, making the school's expectations clear. Anti-bullying policy in place, signed by staff and pupils.</p>	
<p>We have provided good quality information in writing about the school's expectations for child protection and procedures they should follow if they have a concern about a pupil. For example check:</p> <p>Policies are in place and adhered to.</p>	



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<p>Safeguarding and Child Protection policies are in place and up to date with the most recent statutory guidance.</p> <p>Managing allegations policy is in place and up to date.</p> <p>Safer Recruitment policy is in place and up to date.</p> <p>We have shared as the provider an understanding of safeguarding policies and procedures to be followed.</p> <p>Appropriate training for the designated safeguarding lead (DSL) role is undertaken and updated at least every 2 years. The training must include child protection, neglect and Child Sexual Exploitation. The training requirement also applies to any deputy DSLs.</p> <p>In addition to the formal training, the DSL should have opportunities to refresh their knowledge and skills at least annually (as set out in KCSIE).</p> <p>The DSL has undertaken Prevent awareness training and shared this with staff.</p> <p>All staff that work with children undertake appropriate training and then refresher training at 3 yearly intervals. Within each provision there is an annual update for all staff.</p>	
<p>Systematically evaluate the quality of teaching and learning at the alternative provision used, and the impact of this on pupils' progress towards the qualifications they are studying at their placements</p>	
<p>Systematically evaluate the academic, personal and social progress being made by all pupils who attend alternative provision, ensuring that the targets set for academic progress are suitably challenging in relation to their starting points and make at least good progress. Where progress slows, there is evidence of swift intervention/support.</p>	
<p>Track and evaluate the impact of alternative provision on pupils' employability skills</p> <p>Checking pupils develop the personal and social skills to support the next stage of their education/training/employment/ life so they can function as contributing citizens in modern Britain.</p> <p>Ensure there are opportunities within the curriculum for all learners to learn the knowledge, skills and attitudes to help them to manage relationships, keep safe and to develop</p>	



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<p>personally e.g. PSHE curriculum (personal, social, health and economic education).</p>	
<p>Ensure that referring teams understand the progress made by pupils who attend alternative provision so they can ensure that decisions made about value for money are well informed.</p>	
<p>Ensure that expectations of learner progress show clear evidence of being ambitious rather than simply following the trajectory suggested by prior attainment records for example: Resources are used effectively to support the learning of all individual learners. There are professional and productive working relationships between staff and learners leading to effective feedback and positive learning outcomes The quality of teaching and learning is monitored and evaluated regularly by staff with the appropriate knowledge and skills. Robust and appropriate tracking and evaluation of behaviour and attitudes. Consistent monitoring and evaluation of wider qualities, attributes and skills (e.g. independence, confidence, self-esteem, resilience etc).</p>	
<p>Request an accurate baseline assessment is undertaken to establish starting points, in close partnership with the 'home' school. Ensure that detailed information about the pupils needs (including literacy and numeracy skills, health special educational needs, specific behaviour needs) has been shared with us.</p>	
<p>Ensure that we have shared in detail our induction arrangements that involved schools and parents that set out support and expectations.</p>	
<p>Ensure we have robust system to monitor and action attendance issues. Evidence shows improved attendance over time for individuals and a reduction in persistent absence</p>	
<p>Show that we follow effective safeguarding procedures including ensuring access to the site is restricted to registered pupils and the organisations own staff, visitors and</p>	



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volunteers are recorded appropriately and any checks made as required.	
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