



Align – Alternative Provision Quality Framework

1. Safeguarding & the wellbeing of pupils		
	Foundational Requirements	Best Practice
1.1	All staff, volunteers and proprietors have appropriate recruitment checks including an enhanced Disclosure Barring Service check, which are recorded on a single central register, and persons failing to meet those checks are not employed or contracted.	<ul style="list-style-type: none"> • Managers who take part in recruitment of staff/contractors have appropriate Safer Recruitment training which is updated regularly. • Managers can provide written evidence of actions taken if/when recruitment of staff/contractors is prevented following checks. • Audits are carried out periodically to ensure up to date records.
1.2	Appropriate policies and procedures to safeguard children are in place and are accessible to relevant parties.	<ul style="list-style-type: none"> • Policies are reviewed and updated annually in line with <i>KCSIE</i> and taking account of local need and best practice.
1.3	Staff are aware of the content of safeguarding policies and procedures and implement them effectively.	<ul style="list-style-type: none"> • All staff/contractors, volunteers and proprietors read policies on induction and annually thereafter, and a record is kept to confirm that they have done so. • Periodic refresher activities take place to remind staff/contractors of policy content. • Staff, contractors and volunteers all read yearly updates to <i>KCSIE</i> part 1.



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1.4	Robust procedures are set out for recording and escalating concerns and the actions taken.	<ul style="list-style-type: none">● Policies include clear directions on reporting and escalating concerns.● Staff and/or contractors are trained to use the procedures correctly and this training is reinforced regularly through emails, at team meetings and additional training sessions.● A culture is in place, throughout the provision, of professional curiosity and willingness to challenge.● An effective information management system is in place which will record concerns and prompt appropriate follow up.● Daily debriefs take place among staff/contractors to share any concerns and provide support if needed.● Where contractors are used, they are included in any debriefing mechanisms.
1.5	Access to pupils using the provision is restricted to registered pupils, the organisation's own staff and/or contractors and supervised visitors.	<ul style="list-style-type: none">● Risk assessments are in place to ensure pupils are appropriately supervised by staff/contractors at all times, whether on or off site.● Risk assessments include generic and site specific risks (for example, staff to pupil ratios), taking into account the needs of individual pupils, and local geographic/community factors.
1.6	There is a safeguarding lead at the provision who has received appropriate, documented training.	<ul style="list-style-type: none">● A DSL is trained to a minimum of Level 3 and this training is refreshed regularly.● The DSL(s) is/are aware of local risks and of resources and best practice for mitigating these.● Sufficient Deputy DSLs are appointed and appropriately trained to ensure there is effective DSL cover at all times.● The work of DSL and team is monitored and reviewed by an external 'critical friend' who is not directly involved in the day to day work of the provision.



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1.7	Where appropriate, pupils with needs relating to health, disability or a special educational need should have individualised plans in place to help meet their needs.	<ul style="list-style-type: none">● All pupils at the provision have individualised plans in place which address their needs and take into account their views.● Each pupil at the provision has an individual risk assessment in place which takes into account their needs and any local factors.● Plans are live documents which are adjusted as and when needed and reviewed formally with pupils and their parents/carers at least annually.● Risk Assessments are live documents which are reviewed at least annually and after every incident or new piece of information received.● Staff/contractors are trained to manage risk effectively but are not entirely risk averse, so that pupils are offered a range of opportunities.
1.8	Pupils are taught to keep themselves safe through the provision's activities/curriculum, and through interactions with staff/contractors on a day-to-day basis.	<ul style="list-style-type: none">● Strategies are in place to help pupils understand risks in the online and 'real' worlds and to understand the impact they can have through their own decision-making.● Pupils are offered opportunities to use their learning in everyday situations and to reflect on and review their experiences with each other and with staff/contractors.
1.9	Pupils feel a sense of belonging and emotional safety at the provision.	<ul style="list-style-type: none">● There are policies in place, which are based on need and optimise inclusion, to encourage positive and kind behaviour.● Staff/contractors are trained to create and sustain relationships of warmth and unconditional positive regard with pupils, and training is refreshed regularly.● Fun is understood in the provision as an important need and the reward for learning.



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2. Health & safety		
	Foundational Requirements	Best Practice
2.1	An up to date Health & Safety policy is signed and dated and has been reviewed in the last 12 months.	<ul style="list-style-type: none">● Policy changes are effectively communicated to all staff/contractors.● Health & Safety Risk Assessments are in place for each location and each activity carried out.● Care is taken to ensure health and safety risks are well managed and balanced against the need for pupils to take risks that allow them to learn and thrive.● Correct procedures are carried out for all off site trips and visits.● Health and safety is a standing agenda item at relevant management or partnership meetings.
2.2	Health & Safety training is provided to all staff and kept up to date.	<ul style="list-style-type: none">● The H&S policy is included in the staff/contractor induction process.● All H&S training is recorded by specific type (ie. asbestos, fire training).● There is an identified trained health and safety person within the provision who has the relevant levelled training.● All staff/contractors receive effective and documented health and safety training in their induction.
2.3	Site safety inspections are undertaken termly and documented if a site is part of the provision. If provision is delivered at home, homes are subject to an initial risk assessment. If provision is delivered in the community, community settings have an individual risk assessment.	<ul style="list-style-type: none">● Recommendations arising from previous inspections have been actioned and plans for improvement are continuously reviewed.● Risk assessments are updated to reflect changes in provision delivery (from a site to the pupil's home, for example).



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2.4	A Fire Risk Assessment has been completed / reviewed within the last 12 months. Fire alarms have been tested and records have been kept of all fire alarms and fire drills.	<ul style="list-style-type: none">• The Fire Risk Assessment sets out how the provision meets and exceeds its obligations under Health & Safety Law.• The provision is satisfied that an appropriate Fire Risk Assessment has been carried out at any community location that is used.
2.5	A sufficient number of fire marshals have been appointed.	<ul style="list-style-type: none">• An appropriate person is available at all times at each site where staff/contractors and pupils attend.• Staff/contractors are able to identify fire marshalls at any activity location used by the provision, including external locations.
2.6	A fire evacuation plan is in place.	<ul style="list-style-type: none">• The fire evacuation plan is reviewed regularly and a record is kept.
2.7	An adequate number of first aiders are trained, or all are trained, if lone working. First aid boxes are stored in appropriate places and maintained, with no unapproved content.	<ul style="list-style-type: none">• First aid training is regular and specific to the activities undertaken by the provision (outdoor first aid, for example).• A log of checks to first aid items is kept and reviewed as part of regular risk assessment planning.• An accessibility plan is in place for hazardous substances or equipment.
2.8	Pupils with medical needs and allergies are clearly identified and an annual review of care plans is undertaken for those with more significant needs.	<ul style="list-style-type: none">• There is a documented system for the acceptance and administration of medication.• All staff/contractors are aware of all food related allergies and receive appropriate training related to these.



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3. Admissions, guidance & support

	Foundational Requirements	Best Practice
3.1	There is a written policy on admissions, which details the types of needs the provision is able to meet/support and cater for as part of the criteria for admission.	<ul style="list-style-type: none">• The provision has carefully mapped out the types of needs they are able to meet safely and those they are not able to meet, and has provided a clear rationale as to why.• There is a clear assessment process for deciding whether a provision works with a pupil, relevant and specific to the type of AP.• Everyone in the provision is clear of their admissions criteria and remains committed to this.• Commissioners/referrers are clear on the provision's admissions criteria because this is well communicated.• The admissions policy is on the provision's website and is reviewed/updated annually.
3.2	A referral form with key information is completed by the referrer/commissioner. This, along with the referral paperwork, is reviewed (including EHCP).	<ul style="list-style-type: none">• Checks/discussions take place with key professionals involved (for example, a social worker) to gain a detailed understanding of risks etc.• A "Team Around the Child" meeting takes place and includes the pupil, the home school, AP, outside agencies and the family (if appropriate).
3.3	Pupil voice is collected as part of referral process.	<ul style="list-style-type: none">• A home/school visit takes place to meet the pupil (where possible) and the pupil's likes, dislikes, and aspirations are captured.• If the provision is unable to meet with the pupil, the provision discusses with parent/carers, and reviews the EHCP for the pupil's views.



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3.4	Individualised Risk Assessment, PSP/ISP/Behaviour Plan, including health & safety information, (i.e.allergies and medical/health conditions) is created with initial information from early stage assessments.	<ul style="list-style-type: none">● A document (s) is developed which acts as an individual pupil plan, including the information you would find on the documents detailed in foundational requirements. This includes initial information gained via the initial assessment process.● These documents are checked by parents/carers and other professionals/school staff.● This is an active and ongoing live document which needs to be added to throughout the pupil's journey.
3.5	A "contract" or parental agreement as well as parental consent/ visits permission/ photographs & social media permission are all in place.	<ul style="list-style-type: none">● Permissions are accurate and up to date and the staff team knows where these are.● These are checked and included as part of the risk assessment process.● There is clarity for parents/carers and the provision about the expectations set for pupils and those who support them. Parents/ carers “buy in” to a positive start before the placement begins.
3.6	Baseline assessments (academic, SEMH).	<ul style="list-style-type: none">● Last assessments/levels are communicated by prior/current provision.● Baseline assessments are performed during the first term of provision, where possible. These are carried out creatively and are personalised in order to meet the needs of the pupil.



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4. Quality of Education (Curriculum)		
	Foundational Requirements	Best Practice
4.1	There is a written policy on the “curriculum”, which details the unique nature of the provision provided and how learning is recorded.	<ul style="list-style-type: none">• The “curriculum” policy sets out the overall approach to the curriculum (i.e what frameworks/curriculums/approaches are used) including a rationale for why this is most appropriate.• Where academic learning is not part of provision, the “curriculum” policy sets out how learning of other kinds will be delivered (through what activities) and through what approach to learning.• The policy contains clear and detailed plans for how the “curriculum” will be implemented.• The policy sets out how progress through the “curriculum” is planned and recorded.
4.2	The “curriculum” is reflective of, and appropriate, to the type of Alternative Provision.	<ul style="list-style-type: none">• Alternative provisions come in all shapes and sizes; the “curriculum” must be appropriate to the type of provision on offer.• The “curriculum” is creative in its delivery, with a pupil-centred focus.• The “curriculum” has the ability to be individualised where necessary.• The “curriculum” has an overarching framework/plan, that allows the provision to demonstrate progression in skills and knowledge, through levelling (or similar).• Individual targets should be able to be identified from a “curriculum” framework/approach.• The “curriculum”, where possible, incorporates targets from any other provisions the pupil is accessing as part of an AP package, or from the mainstream school (if appropriate).



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4.3	The “curriculum” takes into account the individual pupils’ ages, aptitudes and needs, including those with an EHC plan.	<ul style="list-style-type: none">● The “curriculum” has the flexibility to adapt to individual pupils’ needs and stages of development, remaining pupil-centred.● If KS3 - 5/up to 25, is being taught, the “curriculum” provides the option of some sort of qualification, relevant to the type of “curriculum” delivery (for example, Functional Skills or a Unit Award Programme).● If a pupil with an EHC plan is being educated, the “curriculum” incorporates all areas of the EHC plan: Communication & Interaction, Cognition and Learning, Social, Emotional and Mental Health and Sensory and Physical i.e. sensory and self regulation strategies.
4.4	The “curriculum” includes elements related to relationships, health, sexual health and economic wellbeing.	<ul style="list-style-type: none">● Elements from PHSE and RSE frameworks are embedded in the AP’s curriculum.● The curriculum covers areas such as (but not limited to) health and wellbeing, relationships, living in the wider world, diversity, consent and the laws around sex and sexual acts.● The “curriculum” embeds these in a way which is accessible for all.
4.5	The “curriculum” will embed, where appropriate, career advice and next step discussions, such as independent living.	<ul style="list-style-type: none">● The “curriculum” includes career advice and next step discussions.● Gatsby Benchmarks are utilised to support this where appropriate.● Life, and work skills, are embedded into the “curriculum” and, if post-16 is being taught, there is an increased focus on this.



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4. Quality of Education (Teaching and Learning)		
	Foundational Requirements	Best Practice
4.6	Appropriately qualified and experienced staff are in place to deliver the educational programmes that are provided.	<ul style="list-style-type: none">• The provision has a Teaching and Learning policy that details how teaching meets the needs of the pupils that it works with.• The provision ensures that, where academic subjects are delivered, a suitably qualified and experienced teacher oversees academic subject provision.• The provision ensures that all academic subjects are taught by a suitably experienced team member who is able to apply principles of good teaching.• The provision ensures that vocational subjects are delivered by subject specialists who have access to suitable resources and relevant equipment.
4.7	The provision can demonstrate effective working relationships with external partners.	<ul style="list-style-type: none">• In order to provide effective educational provision, the provision has a suitably robust approach to gaining historical baseline information, which would include EHC plan outcomes, and might also include numeracy and literacy levels.• The provision has a suitable form of agreement between themselves and external referring partners that clarifies expectations and outcomes.• The provision has a clear policy and approach to sharing information such attendance, attainment and progression with referring agencies.• The provision demonstrates an ethos of professional collaboration with parents/carers drawing together a collaborative approach to achieving positive outcomes.



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4.8	The provision has a strong ethos focussed on behavioural support and positive trusting relationships.	<ul style="list-style-type: none">● The provision has a suitable behaviour policy that articulates its approach to behaviour management.● In a provision that uses Physical Interventions (PI), a clear policy is in place that articulates a 'PI' reduction approach that seeks to maintain trust and relationships.● The provision seeks to draw clear links between consistent behaviour management and quality teaching and learning.
4.9	The teaching and learning ethos of the provision is fully embedded into pupil's individual learning plans.	<ul style="list-style-type: none">● The provision ensures that taught content is adapted to meet the needs of pupils and is regularly reviewed to ensure relevance and appropriateness.● The provision is able to demonstrate how content is delivered in collaboration with external agency requirements.● The provision has a well-defined approach to ensuring that each pupil has an appropriate individual learning plan that guides staff/contractors in the delivery of sessions.● The provision demonstrates how sessions embed core subject development into all sessions and demonstrates how this is monitored and evidenced.● Learning is taught creatively and caters for a diverse range of learning styles.



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4. Quality of Education (Assessment)		
	Foundational Requirements	Best Practice
4.10	A framework is in place to assess pupils' progress regularly and thoroughly from their own individual starting points, whether this is academic progress or other.	<ul style="list-style-type: none"> • A baseline is established when pupils enter provision and is reviewed as the pupil progresses. • Information from initial assessment is used to plan activities so that pupils can progress. • Gaps in learning are identified quickly through initial assessment and underpinning knowledge is prioritised. • Changes to provision are mapped so that the impact (for example, of increase or decrease in teaching hours) can be taken into account for planning purposes.
4.11	Appropriate data about pupil assessment outcomes is collected and reviewed. A written record of the assessment of pupils' progress (whether academic or other) is kept.	<ul style="list-style-type: none"> • A clear system for recording progress in all areas is in place, and gaps in data are identified and addressed. • The provision ensures that the data is sufficiently detailed, and is collected regularly enough that it can be used to direct how activities are delivered. • Written records of how progress data from assessment is taken into consideration in planning future activities are kept. • Written records are shared with pupils' registered school and local authority and a proactive approach to information sharing is established.
4.12	A regular written report of each pupil's progress and attainment is provided to the parents of that pupil except that no report need be provided where the parent has agreed otherwise.	<ul style="list-style-type: none"> • Reports show the full range of progress made from the pupil's individual starting point(s) and/or over the time period concerned. • Reports detail attendance, behaviour, social-emotional progress, academic progress (where appropriate), and progress towards set aims as a minimum.



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4.13	There is a framework in place for pupil progress to be evaluated, by reference to the provision's own aims as provided to parents and agreed with commissioners.	<ul style="list-style-type: none">● Evaluations are done regularly and written evidence is kept of how individual pupil progress is evaluated against the provision's own aims.● Written evidence is kept of all interventions relating to poor pupil progress, with review dates and actions specified.● Parents/ carers/ pupils are included as part of the process of evaluation to ensure maximum stakeholder involvement in evaluating progress.● Evaluation activities are able to determine how specific pupils and groups of pupils progress, identifying trends or concerns early and adapting teaching, learning and assessment accordingly.
4.14	Members of the provider's teaching staff have a good understanding and knowledge of the subject areas within which they are carrying out assessment duties.	<ul style="list-style-type: none">● Subject specialists are consulted and deployed (where appropriate) to ensure content is up to date and relevant.● Cross-curricular mapping is taken into account in the assessment of pupils so that achievement can be identified across a broad range of activities where learning is embedded.● Observations of assessment activities take place where appropriate.● Regular ongoing training is provided to staff/contractors involved in assessment activities.● External assessment is carried out by awarding bodies (where appropriate) and quality assurance visits are up to date.
4.15	Assessment methods are suited to the needs of pupils and the demands of the subject or subjects being taught.	<ul style="list-style-type: none">● A detailed rationale for assessment methods used is part of a written Curriculum Policy and/or Teaching and Learning Policy.● Planning for assessment meetings take place regularly and take into consideration reasonable adjustments and differentiation in approach at the individual pupil level.



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5. Outcomes for pupils (including transition)		
	Foundational Requirements	Best Practice
5.1	Opportunities for achievement are provided to all pupils, with a focus on supporting both academic and wellbeing outcomes.	<ul style="list-style-type: none">● Provisions make clear in their published information what the opportunities for achievement are (whether academic, social-emotional or other) including the levels that pupils can expect to achieve.● Where qualifications are offered, progress towards these is carefully tracked to show even the smallest steps towards success.● Where social and emotional progress is tracked and/or prioritised, clear systems are in place to evidence positive outcomes over time.● Achievements are documented and celebrated so that pupils can evidence them.● Where online provision is offered, a clear plan for how social and emotional wellbeing (for example, appropriate interaction with peers and physical exercise) will be taken into consideration as part of planning outcomes for pupils.



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5.2	Systems in place to support smooth transitions into provision and on return to mainstream provision.	<ul style="list-style-type: none">• The provision makes use of student plans / EHCP/ IEP (if applicable) and transition plans.• Communication with previous school/current school is done in advance of the placement and key strengths/areas of concern are identified.• Joined up working between school and the provision on transition allows information to be shared in both directions in a timely manner.• Visits take place, where possible, between provisions.
5.3	Leaders have robust plans in place to identify, assess and meet the needs of pupils when evaluating pupils' attainment and progress on entry and leaving the provision.	<ul style="list-style-type: none">• Gaps in progress are identified early and plans are established to address these.• Tracking systems are used to monitor attendance, assessment, safeguarding, behaviour, and attainment.• Leaders regularly review data in key areas such as attendance, assessment, safeguarding, behaviour, and attainment.
5.4	Robust plans are in place for Post-16 and Post-18 career pathways.	<ul style="list-style-type: none">• Preparation for adulthood is planned with long term goals; plans are collaborative and parents/carers are encouraged to contribute fully.• Destination tracking is used so that progress post-provision can be monitored.• Gatsby benchmarks inform planned careers provision.
5.5	Systems and staff support pupils on entry to provision and exit on a daily basis.	<ul style="list-style-type: none">• Staff/contractors ensure pupils are greeted and supported so that needs are identified and students are supported with self-regulation.• The provision ensures that staff/contractors understand the pupil's previous negative educational experiences, but care is taken to always provide a fresh start.



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5.6	Movement around the provision is supported by a calm, safe environment which meets the needs of pupils when transitioning around the site or other setting(s).	<ul style="list-style-type: none">● Transitions in and out community settings are backed up with a detailed individual risk assessment plan.● All staff/contractors are consistent and work towards creating a calm and safe environment. This includes those delivering online learning.● Staff/contractors model calm, respectful interactions taking care to avoid double standards in behaviour.
5.7	Clear communication pathways with further education provision and outside agencies are established to ensure detailed transitions are evident, especially in relation to safeguarding.	<ul style="list-style-type: none">● Regular scheduled reviews at a MAM (Multi Agency Meeting) are planned for.● Where appropriate, a TAC (Team Around the Child) meeting takes place.● Professionals are held accountable with clear roles and responsibilities when disseminating information, especially in relation to safeguarding.
5.8	Long term goals and plans are in place to support pupils' transition back into formal education/next steps (where appropriate).	<ul style="list-style-type: none">● Systems are reviewed in line with MAM and updated to support a clear understanding of the pupil's needs.● A clear, fully evidenced rationale for a return to mainstream school or continued provision in AP is developed at each review point.● The provision's process for ensuring that pupils do not become unnecessarily institutionalised AP is included in the admissions policy.
5.9	The behaviour and safeguarding policies set out how transitions work within the provision.	<ul style="list-style-type: none">● All policies include details of specific transition support and are consistent with information provided to pupils, parents/carers, other professionals, and agencies.



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6. Focus on Children and Young People		
	Foundational Requirements	Best Practice
6.1	Pupil voice is gathered on entry and exit.	<ul style="list-style-type: none">● Pupil voice is gathered and reviewed regularly in termly review meetings and ad hoc.● The Teaching & Learning policy sets out how activities that promote the inclusion of pupil voice will be embedded in the culture of the provision.
6.2	The curriculum meets the requirements of core subjects with some foundational subjects – some SEMH skills are intertwined.	<ul style="list-style-type: none">● The curriculum meets the needs of the cohort to develop life skills, experience and vocational qualifications as well as SEMH skills.● Where academic learning is delivered, core requirements for literacy and numeracy are prioritised.
6.3	The approach of the provision is based on an appropriate model for their pupils and this is applied consistently.	<ul style="list-style-type: none">● The provision's approach is well researched and takes into account the needs of each child. This may result in a range of approaches being adopted where a clear rationale for this is understood and applied.● Approaches to behaviour management are consistently applied and best practice is drawn from inclusive models (for example, relational or trauma-informed approaches).
6.4	Plans are developed on entry from the home school.	<ul style="list-style-type: none">● Plans are informative and reviewed regularly and shared with parents / carers as well as pupils.



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6.5	The provision has an understanding of the pupil's background and how this could create barriers to learning. Baseline assessments are taken.	<ul style="list-style-type: none">● The provision takes into account the holistic background of each pupil and has robust assessment and tracking to support and evidence attainment and progression.
6.6	The mental health and wellbeing of each pupil is considered.	<ul style="list-style-type: none">● The MH and wellbeing of each pupil is supported and developed using a baseline assessment tool (for example, the Boxall Profile Online, or Thrive Online Assessment).● Pupils are provided with opportunities to access external resources to support good MH and wellbeing.
6.7	The pupil has access to in-house pastoral care and safeguarding as a priority.	<ul style="list-style-type: none">● The pupil is signposted to outside agencies with early intervention as a key aspect.● The provision works with the pupil's family and supports the development of trusting relationships between families and external services.
6.8	Provision is based on clear rules and procedures.	<ul style="list-style-type: none">● Provision is based on values and beliefs systems which are reinforced by clear achievable rules and boundaries.● Staff/contractors model values, beliefs, rules and boundaries.
6.9	Plans are taken from the home school and adapted in line with the provision's systems.	<ul style="list-style-type: none">● Individual targeted plans feed into the EHCP and detail incremental steps of support for the pupil.● Plans are adapted in line with age and stage as well as Annual Review processes.
6.10	The provision has a careers advisor who signposts pupils to career pathways.	<ul style="list-style-type: none">● Pathways are clear for preparation for adulthood and include the pupil voice as well as parent / carer involvement.● Gatsby benchmarks inform careers provision.



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6.11	Staff understand all behaviour is communication and work hard to support young people to develop self-regulation skills.	<ul style="list-style-type: none"> ● Staff/contractors adopt an approach that builds on strengths and deploys unconditional positive regard as a baseline for interactions with pupils. ● Staff/contractors understand the elements that can play a part in a pupil needing support around their behaviour (i.e. attachment difficulties and trauma). ● Non-confrontational behaviour management techniques are used to de-escalate confrontations. ● Staff/contractors take a curious (rather than punitive) approach to understanding and managing behaviour. ● Staff/contractors continually model the positive behaviours they want to see, including via online learning environments.
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6. Staffing		
	Foundational Requirements	Best Practice
7.1	The provision holds an up-to-date SCR demonstrating the safer recruitment of all staff and volunteers in line with DfE guidance.	<ul style="list-style-type: none"> ● A staff/contractor wellbeing strategy is in place. ● The provision's infrastructure encourages support, communication, belonging and buy-in from staff/contractors. ● Where provision is remote, the wellbeing of staff is taken into consideration and issues arising from lone working are mitigated via proactive leadership.
7.2	All staff have opportunities to debrief with others.	<ul style="list-style-type: none"> ● Staff/contractors have access to regular external supervision.



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7.3	Staff have appropriate skills, experience, and expertise for their role.	<ul style="list-style-type: none"> Staff/contractors have specific training and knowledge around the needs of the pupils they work with. This includes specialist SEN training or QTS where appropriate.
7.4	All staff and volunteers are trained appropriately for their role, this includes safeguarding and health and safety along with first aid and fire safety where appropriate.	<ul style="list-style-type: none"> Staff/contractors are given opportunities for development and learning in addition to statutory training.
7.5	Staff have specific knowledge of the needs of their pupils.	<ul style="list-style-type: none"> There is a regular CPD programme for staff/contractors in place which is targeted around the development priorities of the provision. CPD that focuses on specific diagnoses is available to staff/contractors (ie. ADHD, Autism, PDA).
7.6	Staff ratios support a safe learning environment.	<ul style="list-style-type: none"> Ratios and staffing numbers support flexibility, safety and allow for an immediate response to the needs of a pupil who is struggling.
7.7	The provision has enough staff to be sustainable.	<ul style="list-style-type: none"> Staff availability rarely affects the provision's ability to offer sessions to pupils. Each pupil has detailed (in their individual plan, or similar) whether they're able to cope with cover, or a new team.

7. Leadership		
	Foundational Requirements	Best Practice
8.1	The provision has a clear leadership structure in place.	<ul style="list-style-type: none"> Leaders have appropriate expertise and support in place so leadership is continual and sustainable. The organisational structure is clearly documented and shared so that lines of accountability are clear.



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8.2	Leaders have appropriate accountability in place for senior teams.	<ul style="list-style-type: none">● Leaders have routes for external accountability and promote an openness to challenge and improvement from all stakeholders.● Systems of appraisal and performance management are in place.● Leaders are invested in contributing to and learning from local networks.
8.3	Leaders can demonstrate financial sustainability.	<ul style="list-style-type: none">● Leaders invest in growth and can demonstrate a successful business model.● Leaders outsource or have inhouse support for functions like HR and finance.
8.4	Leaders understand the needs of the pupils in attendance.	<ul style="list-style-type: none">● Leaders have a clear purpose, driven by an understanding of the needs of their pupils and by ambitions for their success.● Leaders take their own professional development seriously, and seek opportunities to learn within local and national networks to ensure their own practice is up to date.
8.5	Leaders are ambitious for the pupils who attend.	<ul style="list-style-type: none">● There is evidence of successful outcomes and staff/contractors work towards significant change and ambitious outcomes for pupils.● Leaders review the provision's offer regularly to ensure pupils can aspire to the greatest possible outcomes.
8.6	Leaders are aware of risks and manage these well.	<ul style="list-style-type: none">● Planning is strategic and proactive, focussing on delivering for the needs of the pupils now and in their future.● Leaders are constantly reviewing business continuity in light of national changes and budget restrictions.
8.7	Leaders promote a culture of safety, inclusion and success.	<ul style="list-style-type: none">● Leaders promote a clear ethos which is understood at all levels of the organisation.● Leaders are open to challenge and reflective in their approach to feedback from staff/contractors, pupils and stakeholders.



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