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Young London Matters



GOVERNMENT OFFICE
FOR LONDON

The London Quality Assurance Framework for Alternative Provision (14-16 year olds) - A Coordinated Approach

Part 1, Annex 2: The Offer



ALDCS

Association of London
Directors of Children's
Services



Making Every
London Child Matter

The Offer

Different types of learning will need to be commissioned for different groups of or individual young people. It is important that those commissioning services are clear about the types of services they require before contracting – this will prevent misunderstandings by alternative providers about curriculum, delivery and outcomes expectations.

The following schedules, developed by the London Borough of Ealing, offer examples of the detail required in relation to curriculum expectations.



Schedule 1: Full Curriculum

Full Time Schedule

1. General introduction

- 1.1 The local authority makes effective provision for pupils in mainstream and special schools and in primary and secondary Pupil Referral Units (PRUs). There are, however, a number of pupils who will benefit from a different kind of provision. These pupils may, for instance, wish to access vocational, e-learning or other provision as well as the core curriculum.
- 1.2 As the supplier will have sole responsibility for the day to day aspects of each pupil's education and personal development, as well as for their general welfare, the highest standards in every area must be maintained at all times.¹

2. Aims and objectives

- 2.1 The aim of any alternative full-time provision made by the local authority is to give pupils access to an educational programme which meets their needs in the best way possible, providing experiences and outcomes equivalent to, or better than, those that could be achieved by the referred pupils in another kind of provision.
- 2.2 **Programmes should:**
 - Provide a tailored education programme for each young person and also personal guidance and support
 - Offer the opportunity for formal accreditation in a number of subject areas
 - Lead on to a range of further options
 - Prepare young people for reintegration to a school or for post-16 transition into education, employment or training.

¹ All local authorities must ensure that providers of alternative education are aware of the April 2009 DCSF *Information pack for the Registration of Independent Schools*; Part 10 of the Education Act 2002 requires that all independent schools must be registered with the DCSF. For registration purposes the definition of an independent school is a learning centre providing full time education for 5 or more pupils of compulsory school age or one or more such pupil with a statement of special educational need or is looked after (as identified under section 22 of the Children's Act 1989).



3. Levels of service and programme content

3.1 Unless otherwise agreed by DCSF, minimum provision per week will be:

KS 2 - 23.5 hours
KS 3/4 - 24 hours
Year 11 - 25 hours.

- 3.2 Suppliers will make available a full-time curriculum outline, scheme of work and list of available accreditation.
- 3.3 Suppliers will ensure that pupils are supervised, safely and constructively occupied at lunchtime and that a nutritious meal is made available.
- 3.4 The core content of all programmes should cover learning of functional skills - English, Maths and ICT. Maths and English at least should be taught to Level 2 (GCSE level) where this is within a pupil's capacity.
- 3.5 A personal development programme will be an integrated part of the curriculum.
- 3.6 Programmes will include the opportunity for wider aspects of work-related learning (i.e. work experience, visits, enterprise, and classroom-based information on vocational courses, careers education and skills for work).
- 3.7 Courses may include vocational options or be delivered electronically - please also refer to relevant schedules.

4. Working together

- 4.1 Suppliers will have an effective pastoral support network in place for pupils and will work with their parents/carers when necessary.
- 4.2 Suppliers will have a programme in place to support all transitional phases, especially from Year 11 to post-16 provision; there will be effective links with the Connexions Service.
- 4.3 Suppliers will prepare their own reports to parents/carers and copy those to the local authority.

5. Staffing

- 5.1 There will be a clear staffing structure and line of responsibility.
- 5.2 The curriculum will be managed by senior registered teaching staff.



Schedule 2: Vocational

Vocational schedule

1. Introduction

- 1.1 The vocational schedule is to be developed in line with the 14-19 education and skills agenda. The 14-19 reforms will give all young people the opportunity to choose a mix of learning that motivates, interests and challenges them, and that gives them the knowledge, skills and attitude they need to succeed in education, work and life.
- 1.2 Through making the learning experience a more engaging and valuable experience, it is intended that young people will be encouraged to stay in education post -16 and to extend their skills to the highest level possible.
- 1.3 Through the Extended Schools Initiative and 14-19 pathways, there will be an increase in the commissioning of provision for groups of learners, as well as for individual pupils.

2. Aims and objectives

- 2.1 It is important to commission programmes that are innovative and creative, have a strong practical emphasis and that cater for pupils of differing abilities (from very able young people to those who will need considerable support).
- 2.2 **Programmes will aim to:**
 - Provide a tailored education programme for each young person, as well as personal guidance and support
 - Involve significant work-based learning
 - Involve courses that could lead towards a Level 1 Specialised Diploma
 - Lead on to a range of further options, including apprenticeships
 - Prepare young people for post-16 transition into education, employment or training.

3. Referral process and selection criteria

- 3.1 Pupils will have expressed an interest in and commitment to the offered vocational programme.
- 3.2 Wherever possible pupils will be offered a choice of courses.
- 3.3 There will be 'taster sessions' prior to allocating a place to pupils so they have a realistic understanding of the content of courses.

4. Levels of service and programme content

- 4.1 Courses will be accredited.
- 4.2 The content of any programme will focus on vocational development and experience.
- 4.3 Courses will offer options across a range of areas (e.g. engineering, hairdressing, child care, construction etc).
- 4.4 There will be an emphasis on young people gaining wider employability and study skills.
- 4.5 Suppliers should demonstrate how they intend to respond to possible changes in course content as stipulated by the Qualifications Curriculum Authority (e.g. specialised diplomas and proposed integration of personal, learning and thinking skills) and demonstrate how they would incorporate this into the curriculum.
- 4.6 Programmes will include the opportunity for some aspects of work-related learning (i.e. work experience, visits, enterprise, and classroom-based information on vocational courses, careers education and skills for work).

5. Working together

- 5.1 Suppliers will liaise closely with partner institutions where pupils are on part-time placements.
- 5.2 Suppliers will prepare their own reports to parents/carers or contribute to those of partner institutions.

6. Staffing

- 6.1 Trainers/teachers should have particular skills in the ability to maintain a classroom environment which is conducive to learning, whilst understanding the needs of young people who may be vulnerable, at risk of disengagement or who may need close supervision when in a workshop or other similar setting.



Schedule 3: E-Learning (Including Technical Support Service)

E-Learning schedule

1. Introduction

- 1.1 E-learning refers to the use of electronic applications and processes to facilitate learning through web-based programmes and/or virtual classrooms.
- 1.2 E-learning provision might be accessed by pupils from home, as an alternative to school or from a school, PRU or other dedicated setting.

2. Aims and objectives

- 2.1 To provide an alternative approach to learning for young people who are struggling to learn in a traditional classroom setting.
- 2.2 **Programmes will:**
 - Provide a tailored education programme for each young person and also personal guidance and support
 - Offer the opportunity for formal accreditation in a number of subject areas.

3. Referral process and selection criteria

- 3.1 Pupils will have expressed an interest in and commitment to the offered programme.
- 3.2 Pupils will benefit from an alternative approach to traditional classroom-based learning.
- 3.2 Pupils will have a functional level of literacy and ICT skills.
- 3.4 Pupils will have support from at least one parent/carer.
- 3.5 **Pupils may:**
 - Have difficulty working in institutional environment
 - Be motivated and committed to GCSE achievement or
 - Have below average ability or be under achieving
 - Have a high level of disaffection
 - Have failed to engage in other EOTAS provision.



4. Levels of service and programme content

Educational

- 4.1 Courses will be accredited.
- 4.2 The content of any programme will be adapted to the method of delivery and will utilise up-to-date software and hardware.
- 4.3 Courses will offer options across a range of subject areas.
- 4.4 There will also be an awareness of the need for young people to gain wider employability and study skills.
- 4.5 Suppliers should demonstrate how they intend to modify their programme to take account of the constant change and development in the field of e-learning.
- 4.6 Programmes will include the opportunity for some aspects of work-related learning (i.e. work experience, visits, enterprise, and classroom-based information on vocational courses, careers education and skills for work).

Technical

- a) Access will be via an 'educational seat' (which is equivalent to one pupil place) and will be transferable, i.e. a young person can replace another at any time dependent on the change of name being communicated to the service provider at least 2 working days in advance.
- b) Suppliers will be able to arrange installation of suitable connections to telephone lines and broadband connections where required.
- c) In the event of a technical failure resulting in the loss of broadcast capability, suppliers will seek to restore the service as quickly as possible and within the target fix times, as follows:
 - For minor technical problems – end of next working day
 - For major technical problems – within 4 working days.
- d) Where suppliers provide telephone lines, ADSL connections and PC hardware, the service provider will provide a secure environment that will protect the pupil from exposure to inappropriate material.
- e) For initial installations suppliers will provide at least one initial site visit and further visits that may be required to finally resolve outstanding installation queries, concerns or issues.
- f) On-site support will be provided to each pupil as necessary.



5. Working Together

- 5.1 Suppliers will meet all the requirements of the service specification.
- 5.2 As most of the contact pupils have with the service will be with online teachers and mentors, suppliers will have rigorous processes in place for regular discussion with and feedback to parents/carers and to the local authority.
- 5.3 Where the service is provided in partnership with the local authority there will be clear avenues of communication and regular contact.

6. Staffing

- 6.1 Staff will be available to cover both the educational and technical aspects of the programme.
- 6.2 Staff will have received training in the adaptation of lesson delivery to suit the online delivery of programmes, and also in the technical aspects of the programme.

7. Health and Safety

- 7.1 Suppliers will operate in accordance with the BECTA e-safety guidelines.
- 7.2 Suppliers will issue pupils with guidance notes on using the internet safely as part of the pupil enrolment process.
- 7.3 Suppliers will have rigorous standards for appropriate communication between staff and pupils in place and will consistently monitor the online interaction of staff with pupils.
- 7.4 Suppliers will have reporting functions in place detailing clear methods for ensuring that attendance and use of e-learning platforms are monitored. These reports will be used to satisfy local authorities, schools and parents that pupils are getting a suitable education.



Schedule 4: Supplementary Programmes

Supplementary programmes schedule

1. Introduction

Many young people, particularly as they reach the final years of their education, are subject to the pressure of external examinations and assessments or experience a level of disaffection or disengagement from school. Many also experience a level of difficulty in their relationships with peers and adults, both within and out of school.

Some of these children and young people will need to be placed in full time alternative provision. Others will benefit from specific programmes which add interest to their curriculum or enable a greater level of self understanding and self confidence.

2. Aims and objectives

- 2.1 Supplementary programmes should enrich the curriculum for pupils, leading to improved engagement in the educational process and greater enjoyment of and participation in learning.
- 2.2 **Programmes should aim to:**
 - Provide a tailored programme for each individual or defined group of pupils
 - Offer the opportunity for additional accreditation wherever possible
 - Provide access to useful skills and/or enrich the curriculum so pupils are more engaged not only in the subject provided but in the curriculum as a whole
 - Support the plans of the referring institution and contribute to them where appropriate

3. Referral process and selection criteria

- 3.1 Pupils will be selected for programmes by their established provision in line with the criteria for the supplementary programme on offer.
- 3.2 Pupils will be assessed as being likely to benefit from the addition of an alternative approach to traditional classroom-based learning.
- 3.3 Pupils will have expressed an interest in and commitment to supplementary provision.



4. Levels of service and programme content

4.1 Programmes which might be relevant include:

- Vocational options (please also refer to Schedule 2)
- Personal and social development
- Anger management
- Relationships with peers
- Relationships with adults, especially those in authority
- Emotional literacy
- Team building etc
- PE/Outdoor activities
- Mentoring/counselling
- Pre-E2E
- Lunchtime activities
- TAs/ support workers
- After school activities/drop-in centre

5. Working together

5.1 Suppliers will liaise closely with partner institutions.

5.2 Suppliers will prepare their own reports to parents/carers or contribute to those of partner institutions.

6. Staffing

6.1 No additional requirements to those listed in the Service Specification.

7. Health and safety

7.1 Suppliers will be fully responsible for all health and safety issues relating to work carried out off a school or PRU site.

7.2 Suppliers will be responsible for all health and safety requirements arising out of the activity or programme being delivered.

7.3 Suppliers will draw to the attention of school or PRU staff any health and safety issues that they notice if they are not directly responsible for them.



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