

Freedom of Information – Response – 26699

I would be most grateful if you would provide me, under the Freedom of Information Act, details in respect to the contract below.

Key Stage 1 and 2 Alternative Education Provision:

https://www.sell2wales.gov.wales/search/show/search_view.aspx?ID=OCT414769

The details we require are:

What are the contractual performance KPI's for this contract?

Please see the following document titled 'KS1 and 2 Monitoring Schedule'.

Suppliers who applied for inclusion on each framework/contract and were successful & not successful at the PQQ & ITT stages

The organisation who the contract was awarded to is listed on Suffolk Sourcing.

[Key Stage 1&2 Alternative Education Provision - Contracts Finder](#)

There were no suppliers who were unsuccessful.

Actual spend on this contract/framework (and any sub lots), from the start of the contract to the current date

From 1st September to date - £3,848,122

Start date & duration of framework/contract?

1st September 2023 until 31st August 2026 with 2-year extension option (contract has been extended until 31st July 2028)

Could you please provide a copy of the service/product specification given to all bidders for when this contract was last advertised?

Please see the following document titled 'KS 12 AP Service Specification'.

Is there an extension clause in the framework(s)/contract(s) and, if so, the duration of the extension?

Yes, 2-year extension

Has a decision been made yet on whether the framework(s)/contract(s) are being either extended or renewed?

Yes, extended until 31st July 2028

Who is the senior officer (outside of procurement) responsible for this contract?

Steve Newman.

3 Monitoring Schedule

What outcomes are we trying to achieve?	Measure	Monitoring arrangement	Progress
<p>To achieve successful transition and reintegration back to mainstream provision or to another appropriate settings following permanent exclusion, where deemed appropriate.</p> <p>Maximum of three academic terms and, in exceptional circumstances could be longer when agreed.</p>	<p>Following ongoing monitoring, the identified time scale for the pupil which has been agreed by the Provider, the dual registered school and the Council which is appropriate on an individual basis is achieved.</p>	Data reported termly.	100% of Pupils to achieve their target transition.
<p>To achieve clear outcomes and responsibilities agreed with dual registered school.</p> <p>Agreed regular communication to achieve target transition timeline.</p>	<p>All dual registered schools will have a written agreement for each pupil in place with milestone targets agreed prior and monitored throughout the placement.</p>	Data reported termly.	<p>100% of dual registered schools will have an agreement in place for each pupil.</p> <p>Detailed process to be finalised to be agreed upon award.</p>
<p>To demonstrate meaningful engagement and seek feedback from pupils, parents and carers, the LA, dual registered school,</p>	<p>At least annual access to feedback for all pupils, parents and carers, the LA, dual registered school, stakeholders,</p>	Data reported termly.	<p>100% of pupils, parents and carers, the LA, dual registered school, stakeholders, Parent Carer forums, community groups and local schools</p>

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stakeholders, Parent Carer forums, community groups and local schools.	Parent Carer forums, community groups and local schools.		have been given the opportunity to feedback on the provision.
All pupils to make at least expected progress. As outlined in baseline data.	Demonstrate a process for baselining pupil progress on entry and clearly define targets for academic and non-academic outcomes.	Data reported termly.	100% of Pupils will make at least expected progress since starting the provision.
All pupils to have access to a curriculum that meets the requirements of the Council specification and is appropriate for the types of need that will be catered for.	Demonstrate progress made through educational offer compared to baseline from when first entering provision.	Data reported termly.	100% of Pupils have access to a broad and targeted curriculum.
All pupils in receipt of a full time educational program. In an exceptional circumstances that the pupil is unable to attend on a full time bases the provider notifies the Council and follows the part time timetable process which is in place.	All pupils in receipt of full time educational program. In the exceptional circumstances where approval has been given for a part time timetable the pupil will be returned to a full time offer in 6 weeks.	Data reported termly.	100% of pupils are in receipt of a full time educational program or have returned to full time after 6 weeks.
All pupils will have higher/maintained attendance since starting at the provision.	Whole education provider attendance robustly monitored and addressed in line with statutory guidance. All Pupils to leave with a	Data reported termly.	At least 95% of Pupils will have a higher/maintained attendance since starting at the provision.

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	higher attendance percentage than they had on entry.		
Be affordable within the specified funding rates.	Delivery of services within the expected funding remit.	Data reported termly.	100% of the delivery of services remain within the expected funding remit.
Staffing structure at full capacity which is sufficient to deliver the curriculum plan; consistent with the finance plans; and affordable. All teachers of core subjects must hold or be working towards Qualified Teacher Status with nationally recognised additional training or documented experience in the area of the education setting's specialism.	Demonstrate evidence of full staffing structure.	Data reported termly.	Fully staffed for sufficient delivery.
Efficient governance structure that will enable effective decision-making and challenge to the senior leadership team of the school.	To establish and maintain an effective Governance Structure.	Data reported termly.	Detailed timescale and target to be finalised and agreed upon award.

Schedule 1 - Service Specification

Service	Key Stage 1&2 Alternative Education Provision
Commissioner Lead	Gemma Morgan and Laura Greenland
Provider Lead	TBC
Contract Period	1st September 2023 till 31st August 2026 with the option to extend for up to 24 months

1. Purpose

Suffolk County Council are seeking to commission a provider or providers to deliver an alternative provision offer across Suffolk for Key Stage 1 and 2 pupils from September 2023 initially for three years. This is split into 3 areas, South (Ipswich), West (Bury St Edmunds) and North (Lowestoft), with each area having 22 committed guaranteed places. Providers can apply for one or more lots.

This provision will provide education for those who are permanently excluded or have been referred through the Councils admissions processes and require significant input to support them back into education. They will present with a number of barriers to their learning and require intense support to potentially return to mainstream education or another appropriate setting.

It will be the expectation that these placements will be a maximum of three academic terms and, in exceptional circumstances could be longer when agreed.

1.1. What children, young people and families would like

A fundamental expectation of this provision will be adopting the ethos of the work undertaken by the Policy Development Panel into Alternative Provision. This made clear the expectations children and families have for the development of this service.

Children, Young People, and their families have told us they would like their Alternative Provision Service to:

- Ensure the pupils' voice is heard.
- Provide the same opportunities as those within a mainstream school.
- Provide smaller classes as most pupils indicated that they found the smaller classes were a benefit to the PRU/AP being a positive placement.
- Offer rewards and incentives for achievements; no matter how large or small, rewards are widely valued and recognised by pupils.
- Have a clear set of expectations with regards to responsibilities and processes to support pupils transitioning into and out of alternative provision and during their time in an alternative provision setting.
- Be close to home. It is important that the service is in their local area.
- Employ professional and knowledgeable staff.

The Ideal Children's Worker

Children & young people in Suffolk told us how adults can support them best. These are the qualities that make the most difference to children's lives.

The ideal worker was created with the Children & Young People, Action & Transformation (CAT) Network, by a group of young people who had experiences of mental health services in Suffolk.

[Link to Poster and an animated version made by young people.](#)

We asked young people...

What makes an ideal children's worker?

They should be someone who...



Watch the video: <https://youtu.be/Q-RxnCuy6ps>

1.2 Outcomes we want to achieve

The primary objective of this commissioned provision will be to provide targeted support for pupils whose behaviours present a significant barrier to learning. The provision will build their self-reliance and support their personal development to a point where their needs will be understood, and they are able to return to their local mainstream school or progress successfully to a new appropriate setting.

Providers to provide early and timely intervention to support depending on level of need. We would encourage providers to adopt creative approaches to achieve this.

1.3 Aims and objectives

There are a number of objectives this service will aim to deliver:

- Provide an alternative provision offer (up to three terms). These pupils require focused intervention prior to transition to the next stage of their educational journey.
- Transition and reintegration back to mainstream provision or to another appropriate settings following permanent exclusion, where deemed appropriate.
- To have a strong relationship with the dual registered schools and have a written agreement drawn up at the point of placement to ensure consistent engagement.
- To proactively engage with other key stake holders, such as health and social care to ensure best outcomes are reached for individual pupils.
- To demonstrate meaningful engagement and seek feedback from pupils, parents and carers, the LA, dual registered school, stakeholders, Parent Carer forums, community groups and local schools.
- To establish a successfully transparent relationship with pupils, parents and carers, the Council and dual registered school.
- To provide an effective assessment and data tracking system to monitor pupil performance, including those pupils with Education, Health, and Care plans.
- All pupils to have access to a broad and targeted curriculum that meets the requirements of the Council specification and is appropriate for the types of need that will be catered for.

1.4 Local context and evidence base

The existing commissioned provision consists of 66 full time placements. This is divided into 3 sites in Ipswich, Lowestoft, and Bury St Edmunds, with 22 places in each area.

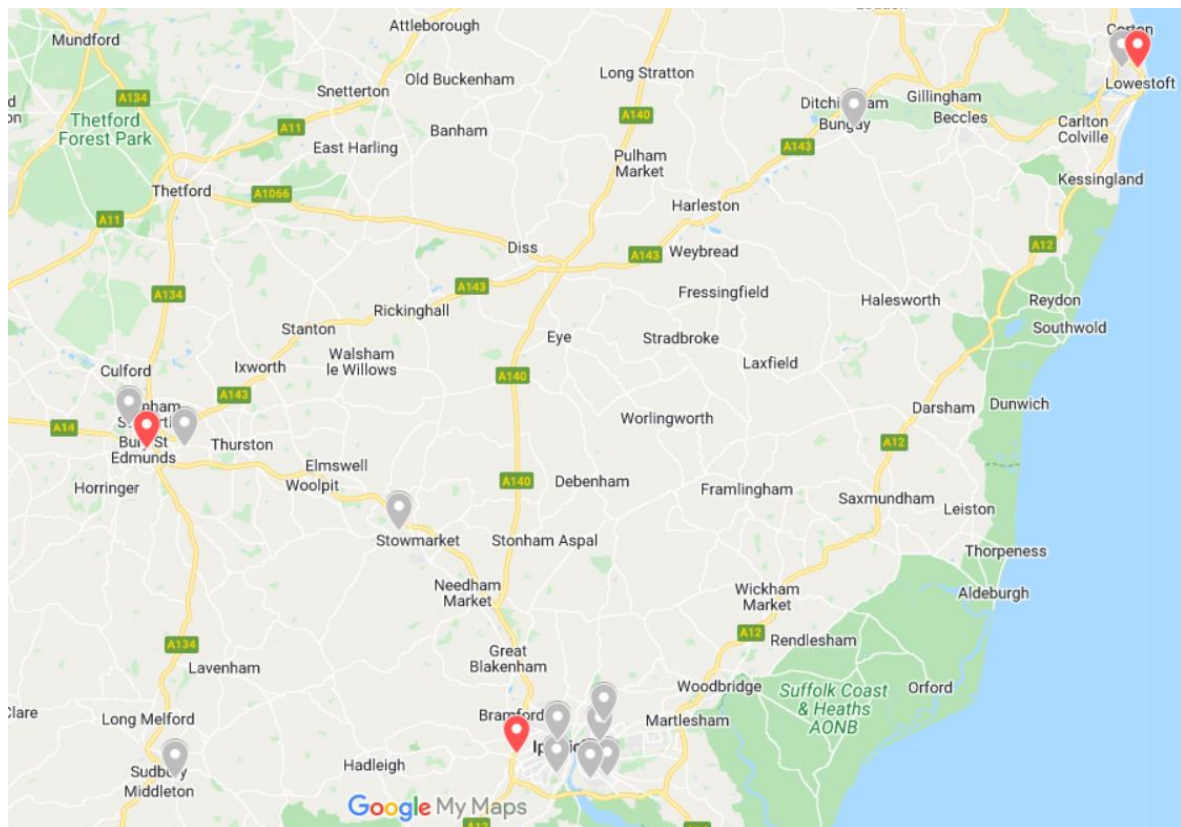




Figure 1: Map of all commissioned AP provision in Suffolk.

-  Current Key Stage 1 and 2 provision out for tender
-  Other Key Stage 1, 2, 3 and/or 4 provision

Alongside this, Suffolk has a number of other alternative provisions who cater for key stage 1 & 2 pupils which operate outside of this arrangement and are provided either by Council maintained Pupil Referral Units (PRUs) or local AP Academies. There are three other providers of KS1 Alternative Provision in Suffolk, delivering for between 6 and 20 pupils through a combination of fractional and full-time placements. There are KS2 provisions within Lowestoft, Ipswich, Sudbury and Stowmarket some of which also cater for KS3 and KS4 pupils within the same site. The numbers of pupils accessing these sites varies, ranging from 24 – 60.

Suffolk County Council's Corporate Objectives:

[Our Objectives: Delivering In 2022 - 26](#)

- To promote and support the **health and wellbeing** of all people in Suffolk.
- To strengthen our **local economy**.
- To protect and enhance our **environment**.
- To provide **value for money** for the Suffolk taxpayer

Suffolk Health & Wellbeing Strategy

[Link to The Suffolk Joint Strategic Needs Assessment \(JSNA\).](#)

Vision for this strategy is that people in Suffolk live healthier, happier lives. The strategy aims to

narrow the differences in healthy life expectancy between those living in our most deprived communities and those who are more affluent through greater improvements in more disadvantaged communities.

Outcomes:

1. Every child in Suffolk has the best start in life
2. Suffolk residents have access to a healthy environment and take responsibility for their own health and wellbeing
3. Older people in Suffolk have a good quality of life
4. People in Suffolk have the opportunity to improve their mental health and wellbeing

Our vision for children and young people:

All children and families in Suffolk have the right to:

- be kept safe
- the best education
- successful preparation for adulthood and employment
- support to help themselves
- excellent health services
- be part of a strong and inclusive community.

Too many children do not have these opportunities and we are committed to changing that. We must be brave and change the way we work to deliver this.

Priorities in Children & Young People's Business Plan

- CYP Alliance
- Implementing the SEND Strategy
- High cost demand: Children in care
- Raising the Bar
- Be safe
- Developing Suffolk Talent

Raising the Bar

[Link to the Raising the Bar Strategy 2018-2020](#)

Raising the Bar is Suffolk's transformation programme to improve levels of educational attainment and ensure that every child in Suffolk can achieve their full potential. In partnership with families, communities and businesses, changes we aim to achieve:

- All children and young people have access to learning and support that enables them to make good progress and meet their emotional wellbeing and academic needs.
- Appropriate learning placements are available to meet the diverse needs of all children and young people.
- Skills development for life and work is embedded throughout a child and young's education journey.
- Person centred planning is routinely offered to young people to help plan their futures.
- The New Anglia Youth Pledge is available to all young people across Suffolk and more employers are actively involved.
- The number of young people participating in apprenticeships continues to grow.

Needs Analysis

The following formal needs assessments are available for reference:

[Link to State of Suffolk Index of Reports](#)

[Hidden Needs in Suffolk 2020 report from Suffolk Community Foundation](#)

[Further information about health in Suffolk](#)

[Information / data on the Suffolk observatory](#)

[Link to Learning Disability Needs Assessment](#)

[Link to Family Carers Needs Assessment](#)

[Link to Mental Health Needs Assessment](#)

[Link to Young Person's Substance Misuse Needs Assessment](#)

1.5 Efficiency and innovation during the contract

To deliver children's services, we need to think differently, be brave and challenge all our services. We suggest these four principles for change that can be applied through commissioning:

1. Quality – we will get our interventions right first time, monitor rigorously for impact on outcomes, and stop doing anything that does not work.
2. Efficiency – we will increase productivity, apply commercial thinking to commissioning and markets, performance manage against outcomes, and develop early help that is an order of magnitude more cost effective.
3. Integration – we will integrate services around our users where this makes sense for them, joining up processes, adopting the same thresholds, removing duplication between partners, and co-producing with families and the community, and we will integrate transformation programmes across Suffolk.
4. Early help – we will predictively target Suffolk resources to families that will need help in the future, and we will reduce demand to expensive statutory services.

a. Locality – we will increase the resilience of the community, enable community resource to support intervention through Signs of Safety, significantly increase volunteering and help families to help themselves.

b. Universal – we will support universal staff in GPs, nurseries, schools, post-16 education, pharmacies and businesses to give more early help at the point of access, before referring to specialists.

c. Digital – we will significantly increase the early help support that is accessed online, including guidance for young people, parents and professionals, and new digital service delivery.

2. Scope

2.1 Service Description

2.1.1. The service will meet the CYP Quality Practise Standards and any subsequent revision of the document during the lifetime of the contract. Appendix 2 details our SEND Outcomes that all services who work with children and young people or adults with SEND should meet. [CYP Quality Practise Standards Available Here](#)

What do we want?

- Provide a full time educational program for pupils in Key Stage 1 and 2 to include assessment, learning (formal and informal) and strategies to re-engage them in education in a positive way, in preparation for transition to mainstream education. In circumstances, where transition into mainstream is not possible, a collation of the necessary information including risk assessment and current attainment levels to be produced for the dual registered school to support onward referral and the future placement.
- A proactive approach towards reintegration when appropriate.
- Transition arrangements, tailored to individual pupils, will be delivered by a key member of staff who will be identified at an early stage. The expectation is this transition/reintegration support to be included within the commissioned service. The provider will be flexible

- regarding the delivery of the transition based upon individual needs.
- Written agreement in place with dual registered school at the point of placement with milestone targets agreed prior and monitored throughout the placement. Clear outcomes and responsibilities must be agreed.
- Where pupils are permanently excluded the provider must provide a full-time educational offer within statutory timescales. The provider will liaise with the Council to support identification of a placement to mainstream education or another appropriate setting within required timescales.
- Where a pupil has an Education, Health and Care Plan the provider and the dual registered school will be required to provide the necessary support as outlined in the plan.
- The provider will establish excellent links with pupils, parents and carers, the LA, dual registered school from the outset both at a strategic and individual level.
- The engagement of children and their parents/carers to be part of the ongoing monitoring and review of the provision.
- Service delivery must demonstrate improvement in engagement, attendance, attainment and progress against a baseline on entry.
- All pupils are assessed at entry point using a variety of methods to establish level of need.
- Increased self-reliance and resilience to be measurable against baseline on entry.
- Attainment progress should be in line with national standards and expectations.
- At least 95% of Pupils over all will have a higher/maintained attendance since starting at the provision.
- As part of the attendance policy, the use of Fixed Term Penalty Notices should be considered as part of an overall strategy to require pupils to have good attendance behaviour. This could be used especially where the parents or carers of the pupil refuse to engage in the process to encourage the pupil to attend, or the pupil is constantly late for sessions. In addition, in consultation with the named Educational Welfare Officer (EWO) or Academy Attendance Officer (AAO) for the provision, strategies can be put in place. Where appropriate, fast track processes to require good attendance can be undertaken, which if not completed, could end up in court processes for the parents or carers.
- To engage in the LA's part time timetable process and inform Suffolk County Council when they feel it necessary to implement a reduction in the timetable for a short period of time. This is only to be used in exceptional circumstances and is never used by the provider as a long-term solution to challenges that are being faced. Any part time timetables need to be approved by the dual registered school and the Council.
- To work in partnership with the Council and other stakeholders in the development of all alternative provision within Suffolk, following the recent and ongoing work initiated by the Policy Development Panel (PDP) for alternative provision.

2.1.2 The service provider will have in place a robust Business Continuity Plan and procedures, which are subject to regular review to ensure that it is fit for purpose and continues to meet the needs of the service.

2.1.3 To attend regular contract reviews with the Commissioner and where required provide any necessary information ahead of these meetings.

To fully engage with the Council's Quality Assurance Framework.

2.2 Any exclusion criteria – Not Used

2.3 Geographic coverage / boundaries

The County of Suffolk.

- Lot 1 – South (Ipswich) – 22 committed places
- Lot 2 – North (Lowestoft) – 22 committed places
- Lot 3 – West (Bury St Edmunds) – 22 committed places

2.4 Whole system relationships

The Provider will build good working business relationships with all services that may come into contact whilst delivering the service, to ensure that the support the service offers is well marketed

and understood by professionals and service users alike. This should include but is not limited to mainstream schools, specialist provisions and other services who support pupils within alternative provisions.

To facilitate working with other services, the Provider must ensure they have appropriate information sharing and safety systems that comply with General Data Protection Regulations that facilitates the safeguarding of Service Users.

2.5 Interdependencies and other services

The Provider must build and maintain a strong working relationship with frontline teams in within the Inclusion Team, Social Care, Health and any other stakeholders to aid in the delivery of this service.

2.6 Partnership Working / Relevant networks

The Provider will need to ensure they have built a good working understanding of the networks available nationally and locally. The provider will participate in established networks of AP providers to ensure that good practice is shared within the county. They should access information and support that would directly benefit Service Users from the Inclusion Team, SENDIASS, SPCF, schools, alternative provider, specialist settings, training providers and other stakeholders.

The provider should have excellent relationships and should work in partnership with local schools to support the transition of pupils back to mainstream school. The provider will have robust links with health and social care colleagues.

In addition, the provider is expected to build and maintain positive relationships within the community to help empower and increase the knowledge and understanding of the child's journey within the provision and transition to their next stage in life.

2.7 Training / education / research activities

The Council recognises the importance of commissioned services in helping to deliver its statutory duties. The Provider will carry out appropriate research to gain robust understanding of the Councils Service requirements and to inform development processes. The service providers must have sufficient knowledge of special educational needs and health and social care legislation in order to deliver the service.

2.7. Training and supervision

We recognise the important role of the commissioned workforce in helping us to deliver our priorities and improve overall performance. As part of the induction training we would expect areas to be covered to include safeguarding practice, dealing with aggressive behaviour, de-escalation, dealing with attendance issues and strategies for good attendance, equality and diversity, first aid, health and safety, risk assessment, substance misuse awareness, emotional wellbeing, e-safety, confidentiality, data protection and information sharing.

2.7.1. General standards

The service **must** be registered with Ofsted as an educational setting

The service provider **must** employ teachers with QTS status and suitable experience to deliver and supervise the education of pupils.

The service provider **must** have a Designated Safeguarding Lead (DSL) on the site of the provision at all times. Therefore, each centre should have at least two DSL to ensure that there is at least one DSL in the event of staff absence.

The service provider **must** have an appropriately qualified and experienced member of staff as the Designated Teacher who undertakes the responsibilities within the school to promote the educational achievement of looked-after and previously looked-after children on the school's roll. They must also ensure that the designated teacher undertakes training that is appropriate to carrying out this duty.

The service provider **must** fully integrate the Signs of Safety and Wellbeing framework across all aspects of the provision.

2.7.1.1, The service provider will ensure and be able to provide evidence that all staff and volunteers have received appropriate induction to their job role. An induction programme shall include as minimum:

- Health and safety
- Introduction to Safeguarding (including child sexual exploitation and missing children) to level 2
- Equality, diversity and inclusion
- Suffolk Signs of Safety and Wellbeing
- PREVENT (vulnerability to being drawn into terrorism)
- Making every Contact Count

2.7.1.2. The service provider is able to demonstrate that all staff and volunteers have accessed core and mandatory training as appropriate. Evidence of staff receiving equality and inclusion training will enable SCC to demonstrate that we are meeting our statutory Public Sector Equality Duty via services providers as this duty is non-delegable.

2.7.1.3. The service provider is able to demonstrate that their core learning and development programme includes as a minimum:

- Understanding essential principles and values in working with children and young people
- Understanding your role in working with children and young people
- Communicating effectively with children and young people
- Understanding child and young person development
- Safeguarding children and young people
- The ethos, principles and processes underpinning Suffolk Signs of Safety and Wellbeing

2.7.1.4. The service provider is able to demonstrate that all staff and volunteers access training appropriate for their individual job role.

2.7.1.5. The service provider is able to demonstrate clear training and development plans, which are reviewed at least annually, for all job roles, mapped to relevant national and local competency frameworks. Including refresher equality and inclusion training on a regular basis according to the role.

2.7.2. Role specific learning

2.7.2.1. The service provider is able to demonstrate that the following role specific training is available to staff and volunteers:

- Level 3 multi-agency safeguarding (eg safeguarding leads; post that attend child protection conferences)
- Managing Child and Adult Safeguarding in your organisation for all senior managers
- Safeguarding training to include Hidden Harm (including domestic violence; parental drug and alcohol misuse; parental mental health)
- Hidden Harm (including domestic violence; parental drug and alcohol misuse; parental mental health)
- Mental health and emotional well-being awareness
- Child Sexual Exploitation (including children missing, Prevent training and County Lines)
- Manual handling
- First Aid

- Specific interventions

2.7.2.2. The service provider ensures that all staff have qualifications at the appropriate level for their job role and that, where applicable, professional registrations are maintained.

2.7.3. Supervision

2.7.3.1. The service provider has in place a clear and relevant supervision policy.

2.7.3.2.. The service provider is able to provide evidence that:

- All staff have access to regular supervision, preferably at least 6-weekly, which could include one to one supervision, with an appropriately trained and experienced supervisor; and/or peer or group supervision
- Staff training and development requirements are reviewed through the supervision process
- All staff have their performance appraised annually, and this appraisal takes into account the views of families and young people.

2.7.3.3. The Service provider will be required to offer a professional support service to volunteers, including volunteer supervision and retention. It is desirable that accredited learning is available for volunteers.

2.7.4. The Service will contribute to any local evaluation of alternative provision services and any research necessary as part of evaluation of the Council's transformation programmes, Making Every Intervention Count and Raising the Bar or for regulatory purposes eg Ofsted/CQC.

2.7.5. Management and Staffing

2.7.5.1. The staff employed will have the right personal attributes and skills to equip them to work with vulnerable children and young people.

2.7.5.2. The Service Provider shall maintain a record of the recruitment and vetting checks which have been carried out on those working (including as volunteers) for the service which includes:

- Identity check has been carried out.
- Disclosure and Barring Service (DBS) Disclosures, including the level of the Disclosure, the unique reference number, and the outcome of the check including whether the individual is barred (in line with eligibility to obtain such checks);
- Evidence of at least two references, preferably one from a current employer and, where possible, a statement from each referee as to their opinion of the person's suitability to work with young people.
- A prohibition from teaching check has been carried out for staff involved in teaching of Children/Young People. This is indicated through Teachers Services or the name and date of the member of staff who completed the check.
- A check to establish right to work in the UK.
- (UK or EEA passport/ birth certificate and national insurance card)
- Further checks have been carried out on those who have lived or worked outside of the UK for 3 months or more. Further checks as are considered appropriate where obtaining a CRB Disclosure is not sufficient to establish suitability to work with families and young people. (Required if right to work is EEA passport)
- Professional qualifications have been checked.
- A section 128 check has been carried out (for management positions). This is indicated through Teachers Services or the name and date of the member of staff who completed the check.

3. Service Delivery

3.1 Service model

The Commissioners will look to establish a strong working relationship with the successful Provider to aid in the successful delivery of this service. This will help performance targets be well established, whilst allowing the Council to gather accurate data to inform contract management activity. The following points are key features that are integral to the commissioned service; that can meet the minimum demand levels described throughout the document and be flexible to meet increase in demand over time;

The chosen Provider must meet the minimum statutory requirements and the coproduced requirements, as described throughout this specification.

The service will be expected to participate fully in quality assurance and inspections by the Council. This may include internal and external audits for the monitoring, evaluation and quality assessment of the service. It shall provide copies of any documents that are reasonably requested by the Council. In addition, the service shall evidence that it has a clear quality assurance procedure in place to review the level of service provided and improve the standards of service delivery.

The service model will cater for fluctuations in provision demand whilst ensuring consistent and reliable delivery.

3.2 Care Pathway - Not Used

3.3 Location(s) of service delivery

The service will be delivered within the county of Suffolk to provide equitable access to all pupils with the focus being on reducing travel times for students. Successful service delivery will require excellent partnership working with schools and services within the CYP Directorate. The current locations are Ipswich, Bury St Edmunds and Lowestoft.

The provider will be responsible for sourcing suitable premises in accordance with the government [DfE Area guidelines for SEND and alternative provision - Including special schools, alternative provision, specially resourced provision and units.](#)

3.4 Days / hours of operation

The hours of operation are expected to be in line with the full academic year (39 weeks), Monday to Friday, with an expectation of 25 hours education delivered per week via face to face teaching.

3.5 Referral criteria and sources

Referrals will be considered for those pupils who are permanently excluded or where schools refer through to the Councils admissions process, specific to Alternative Provision, in instances where they feel the provision would be appropriate.

3.6 Referral processes

The Council will manage all referrals via the local admissions processes, specific to Alternative Provision. Alongside this the service will be responsible for the delivery of day 6 provision following instances of permanent exclusion.

3.7 Discharge processes

Pupils will be reviewed on a regular basis throughout their time in alternative provision by the dual registered school with input from the Council.

Prior to their scheduled return to dual registered school or another appropriate provision where necessary there will be a clear transition plan. Staff in both school and alternative provision will be expected to liaise and work towards a successful reintegration.

3.8 Response time and prioritisation

The Service would be expected to offer a fast and flexible response to requests for placements across Suffolk in order to provide additional capacity to meet demand. In the case of Children in Care, a place must be available within 24 hours.

Under Section (19) of the Education Act (1996) the Council must arrange suitable full-time education for pupils who have been permanently excluded to begin no later than the sixth day of the exclusion. This will be the pupil's 'home authority' in cases where the school is maintained by (or located within) a different Council. In line with the Department for Education (DfE) guidelines, pupils will be in provision on or before the sixth day following a permanent exclusion

3.9 Signs of Safety

3.9.1. The service provider shall adopt the Suffolk Signs of Safety & Wellbeing approach to working with young people and families.

3.9.2. Signs of Safety and Wellbeing is a solution- focused approach which works in partnership with families and young people to name concerns and ways these can be addressed in their everyday lives. The approach emphasises

- the quality of working relationships with families and young people and between professionals
- open and honest communication which uses natural language used by the family
- solutions produced in collaboration with the family/young person and their network, identifying strengths that can provide safety over time
- risk-sensible practice with named consequences should behaviour changes not be made.
- Practitioners becoming the catalysts of change in families'/young people's lives, using their authority with skill and compassion.

3.9.3. Service providers must model the Signs of Safety approach for the workforce, and build a culture where attention is paid to lessons from success, so that effective practice can be emulated and become the norm.

3.9.4. Information about Suffolk's use of Signs of Safety can be accessed via [the Local Safeguarding Children Board website](#).

3.10 Making Every Contact Count

3.10.1. The service provider will work to the principles of Making Every Contact Count, to achieve the following benefits:

- **Client Benefits:** Better health and longer healthier lives for people, by providing advice and support for behaviour change. Reducing the risk factors associated with cancers, coronary heart disease, alcohol, smoking etc and ensuring people with long term conditions maintain good healthy habits.
- **Quality Benefits:** The main principle of MECC is to work from the perspective of individuals and communities. Not only is this more effective, but it also makes advice and support services more accessible for communities and is more people focused.
- **Efficiency Benefits:** The MECC approach uses everyday contacts that your staff have with the people they see, by training and preparing staff to Make Every Contact Count. The culture of behaviour change will be embedded in your staff to offer brief advice and interventions, to enable people to change their behaviour and stay healthy.
- **Financial Benefits:** Applying the behaviour change approach advocated in MECC has the potential to make dramatic cost savings across all organisations. Investment in prevention significantly reduces the costs on all public services.

3.10.2 Making Every Contact Count training aims to skill Health and care practitioners to;

deliver key messages about healthy lifestyle behaviour; understand where to refer for support services and to present patient information in an easy way that reduces the risk of a challenging response from the patient.

[Link to Making Every Contact Count Training](#)

4. Other

4.1 Safeguarding

4.1.1. Service providers will ensure that all their policies and procedures take account of the need to safeguard and promote the welfare of children, young people and vulnerable adults. This shall include:

- A robust Safeguarding policy including a clear equality and diversity statement in line with Suffolk Safeguarding Partnership guidance
- Children Missing Policy and effective procedures in place should a child be missing from accommodation
- Arrangements in place to reduce the risk of Child sexual exploitation and Radicalisation

4.1.2. Service providers will have staff that have appropriate safeguarding and safe practice training consistent with their role and function and adhere to safeguarding guidance and policy, both the service provider and any additional requirements associated with working as part of the service.

4.1.3. Service providers will ensure that information is shared efficiently and effectively in respect of issues that may affect the safety and welfare of children, young people and vulnerable adults. This shall include:

- Records, including images relating to children/young people stored securely and safely
- Secure emails and appropriate encryption for sharing sensitive information.

4.1.4. Service providers will comply with policy and guidance relating to confidentiality and information sharing – recognising that they are working as part of an integrated service to meet the needs of the children and adults within the family.

4.1.5. Service providers will be familiar with and deliver services that comply with the Safeguarding policies and practice procedures of Suffolk on the Suffolk Safeguarding Partnership website. This includes:

- Suffolk Safeguarding Partnership Child Exploitation Strategy
- Safeguarding Children and Young People from Sexual Exploitation Policy
- Guidance, Risk Assessment and Toolkit July 2014
- Safeguarding Children who Run Away or Go Missing from Home or Care -
- Policy Procedure and Practice Guidelines
- [All documents can be found on the Suffolk Safeguarding Partnership website.](#)

4.1.6. Service providers will have in place a Whistle Blowing Policy which is made known to all staff and volunteers. It should contain a clear duty to report to an appropriate authority any circumstances or occurrence which is considered likely to significantly harm the safety, rights or welfare of a child or young person.

4.2. Health & Safety

4.2.1. The Service Provider will ensure that they meet all current legislation regarding Health & Safety and proactively implement best practise and guidance as relevant to their service provision.

4.2.2. The Service Provider will ensure that they are Covid Secure and that their services follow the best practise guidance and instructions relevant to the geographical area and the service provision.

4.3. The Prevent Duty

4.3.1. The Counter Terrorism and Security Act 2015 places a duty on specified authorities including the Council, schools, HE and FE colleges, health, probation and the police to have “due regard to the need to prevent people from being drawn into terrorism”.

4.3.2. Prevent aims to stop people becoming terrorists or supporting terrorism. It is considered to be “the only long term solution” to the threat from terrorism

4.3.3. In providing services to the Council, the service provider will ensure that staff have awareness of the Prevent Duty (see 2.7.1.) and follow the procedures for concerns as outlined by the Suffolk Safeguarding Partnership by completing and submitting a Vulnerable To Radicalisation referral. [Link to Vulnerable to Radicalisation referral page.](#)

4.4. Diversity

4.4.1. As part of the Equality Act 2010, Suffolk County Council is committed to providing services that are fair and accessible for everyone.

4.4.2. The County Council also has a responsibility to ensure that its partners, companies and organisations that are commissioned to provide services on its behalf take the same positive approach to equality and pay due regard to equality as set out in 4.2.4 below; as the Public Sector Equality Duty is non-delegable.

4.4.3. In line with the Equality Act's (specific duties) Regulations 2011, Suffolk County Council's equality objectives aim to

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality between everybody
- Foster good relations between communities, tackling prejudice and promoting understanding

4.4.4. The Act further explains that having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

4.4.5. The service provider will be expected to deliver services in line with the above Suffolk County Council equality objectives.

4.4.6. The service provider shall consider the cultural, ethnic, religious, linguistic and gender needs of families and young people. Access to interpreters may be required for families and young people whose first language is not English or have a sensory impairment. Providers shall take into account a range of needs and support for families and young people to integrate as fully as possible into local community networks, facilities and services as appropriate.

4.4.7. The service provider shall keep and maintain equality monitoring for all service users against all the protected characteristics.

4.4.8. We would encourage all providers to be Disability Confident. For further information guidance and resources about employing disabled people and how the Disability Confident employer scheme can help your business. [Link to Disability Confident employer scheme.](#)

4.5. Service User Feedback

The service will develop a model of co-production with service users which involves them in working together with professionals and carers as equal partners to: design, develop, deliver and review services, information and advice. It is expected that the principles of co-production will be embedded in service model, drawing on the Signs of Safety model.

The service provider will have a systematic process for collecting, evaluating and utilising service user feedback and will be able to evidence outcomes under the headline – You Said - We Did

4.6. Performance and contract management

Annually the provider will complete a Safeguarding Self Assessment Questionnaire which we base on our Section 11 requirements and is sent to all providers of services to children and young people and their families.

The Provider must fully engage with all Contract Management activity, as deemed appropriate by the Council. The frequency and content of which will be agreed on a strategic basis and will vary dependent upon a number of factors. Contract monitoring will consist of a mixture of quantitative and qualitative reporting, primarily against the Key Performance Indicators described below and the key outcomes described in Sections 1.2 and 1.3 of this specification. A breakdown of the Key Performance Indicators can be found in Section 5 – Performance Requirements.

4.7. Local Offer Website

The provider will work with the Council and the service stakeholders to ensure that the service is well known to stakeholders and the children and young people and their families accessing the service.

The provider will register their services on the Suffolk Local Offer website as appropriate to assist the Council in compliance with the Children's and Families Act 2014. [Link to Suffolk Local Offer website Info Link.](#)

4.8. Social Value

4.8.1. The Service Provider will work with SCC to maximise the Social Value they can deliver in addition to the specified service. Maximising every Suffolk £ and linking the Social Value benefits to [Our Objectives: Delivering In 2022 - 26](#). Further information, guidance and a copy of our [Annual Social Value Ask](#) are available on our website.

4.8.2. The Service Provider will work with us to map their Social Value offer to the TOMs measures to support us to track and contract manage the delivery of their Social Value Offer.

[Link to the National TOMs – Themes, Outcomes and Measures – is a framework for delivering excellence in measuring and reporting social value.](#)

4.8.3. We are a corporate parent to all our children in care and care leavers. The service provider will work with the Council to identify opportunities to support Children in Care and Care Leavers as part of their Social Value offer e.g. apprenticeships. As a minimum the provider will offer a guaranteed interview for all care leavers meeting the standards for advertised positions.

4.8.3 The Service Provider will review and monitor their climate impact in the delivery of the service and actively work to meet the [Climate Change Commercial Ask](#) and mitigate the environmental impact of the service. Mitigating action should include as a minimum: -

- an organisation culture that is proactively reducing the environmental impact of the service / organisation
- actively taking advice regarding the environmental impact of the service / your organisation and working to an action plan to reduce the impact
- informing and encouraging service users to reduce their environmental impact

- measuring the organisation's carbon impact
- working with the goal for the service/organisation to be Carbon Net Zero

5. Performance Requirements (as detailed in the Contract Performance Schedule)

What outcomes are we trying to achieve?	Measure	Monitoring arrangement	Progress
<p>To achieve successful transition and reintegration back to mainstream provision or to another appropriate settings following permanent exclusion, where deemed appropriate.</p> <p>Maximum of three academic terms and, in exceptional circumstances could be longer when agreed.</p>	<p>Following ongoing monitoring, the identified time scale for the pupil which has been agreed by the Provider, the dual registered school and the Council which is appropriate on an individual basis is achieved.</p>	<p>Data reported termly.</p>	<p>100% of Pupils to achieve their target transition.</p>
<p>To achieve clear outcomes and responsibilities agreed with dual registered school.</p> <p>Agreed regular communication to achieve target transition timeline.</p>	<p>All dual registered schools will have a written agreement for each pupil in place with milestone targets agreed prior and monitored throughout the placement.</p>	<p>Data reported termly.</p>	<p>100% of dual registered schools will have an agreement in place for each pupil.</p> <p>Detailed process to be finalised to be agreed upon award.</p>
<p>To demonstrate meaningful engagement and seek feedback from pupils, parents and carers, the LA, dual</p>	<p>At least annual access to feedback for all pupils, parents and carers, the LA, dual</p>	<p>Data reported termly.</p>	<p>100% of pupils, parents and carers, the LA, dual registered school, stakeholders, Parent Carer forums, community groups and local schools</p>

registered school, stakeholders, Parent Carer forums, community groups and local schools.	registered school, stakeholders, Parent Carer forums, community groups and local schools.		have been given the opportunity to feedback on the provision.
All pupils to make at least expected progress. As outlined in baseline data.	Demonstrate a process for baselining pupil progress on entry and clearly define targets for academic and non-academic outcomes.	Data reported termly.	100% of Pupils will make at least expected progress since starting the provision.
All pupils to have access to a curriculum that meets the requirements of the Council specification and is appropriate for the types of need that will be catered for.	Demonstrate progress made through educational offer compared to baseline from when first entering provision.	Data reported termly.	100% of Pupils have access to a broad and targeted curriculum.
<p>All pupils in receipt of a full time educational program.</p> <p>In an exceptional circumstances that the pupil is unable to attend on a full time bases the provider notifies the Council and follows the part time timetable process which is in place.</p>	<p>All pupils in receipt of full time educational program.</p> <p>In the exceptional circumstances where approval has been given for a part time timetable the pupil will be returned to a full time offer in 6 weeks.</p>	Data reported termly.	100% of pupils are in receipt of a full time educational program or have returned to full time after 6 weeks.
All pupils will have higher/maintained attendance since starting at the provision.	Whole education provider attendance robustly monitored and addressed in line with statutory guidance. All	Data reported termly.	At least 95% of Pupils will have a higher/maintained attendance since starting at the provision.

	Pupils to leave with a higher attendance percentage than they had on entry.		
Be affordable within the specified funding rates.	Delivery of services within the expected funding remit.	Data reported termly.	100% of the delivery of services remain within the expected funding remit.
Staffing structure at full capacity which is sufficient to deliver the curriculum plan; consistent with the finance plans; and affordable. All teachers of core subjects must hold or be working towards Qualified Teacher Status with nationally recognised additional training or documented experience in the area of the education setting's specialism.	Demonstrate evidence of full staffing structure.	Data reported termly.	Fully staffed for sufficient delivery.
Efficient governance structure that will enable effective decision-making and challenge to the senior leadership team of the school.	To establish and maintain an effective Governance Structure.	Data reported termly.	Detailed timescale and target to be finalised and agreed upon award.

6. Activity

6.1. Activity Plan / Activity Management Plan

The provider will have a plan in place agreed with the Council regarding managing capacity within the service to ensure that the service is supporting pupils appropriately and has the capacity to respond to referred need.

6.2 Capacity Review

The provider will ensure that the following capacity is available for the period of the contract

Committed capacity (note committed places awarded as lots)

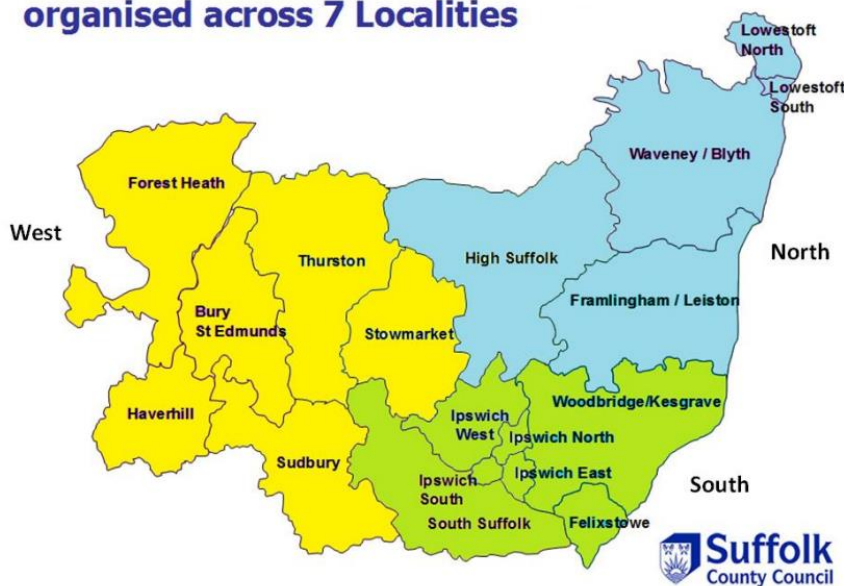
- Northern Area Provision: 22 places

- Southern Area Provision: 22 places
- Western Area Provision: 22 places

Appendix 1 Lot Areas

- Lot 1 – South (Ipswich) – 22 places**
Lot 2 – North (Lowestoft)– 22 places
Lot 3 – West (Bury St Edmunds) – 22 places

Integrated Services and Social Care organised across 7 Localities



Appendix 2 SEND Outcomes

The SEND Outcomes described below are a set of standards, that have been jointly agreed across Education, Health and Social Care, that the Council expects all providers who work with Children and Young People with Special Educational Needs and Disabilities to embody through their service delivery. Providers may be asked to evidence to the Council how they work to deliver their service against these Outcomes at any time:

- Register on the Suffolk SEND Local Offer website and keep this up to date as and when there are changes in service delivery or feedback from families;
- Ensure that children, young people and their families are at the centre of all planning and decision making;
- Engage with children, families and young people who access services being delivered using the Signs of Safety model or the principles of this, person centered – what's working well, what isn't working well and what needs to change;
- Respond to the local needs and feedback to meet the needs of the children, young people and their families with any gaps in provision;
- Ensure providers work with children, young people and their families as well as all stakeholders to appropriately identify, plan and facilitate transition at each stage of their life;

- f) All Providers must work towards and promote the development of life skills for children and young people with SEND to support them;
- g) Providers will support children and young people throughout their journey across education, health and social care. This will support children and young people to successfully transition into adulthood whilst being given appropriate choice and support;
- h) Where information is needed to support the Education, Health and Care Plan process, providers must comply and respond within 6 weeks for statutory advice and or required information.