The following information has been extracted (in its entirety) from the *Framework Agreement for the Supply of Alternative Education Places to Manchester Secondary PRU* (2016):

FRAMEWORK INFORMATION

**Context**

The Manchester Secondary Pupil Referral Unit (MSPRU) works in partnership with all High Schools and Academies in the city of Manchester to create and commission high quality education placements to meet the needs of children and young people of secondary school age who are permanently excluded or at risk of permanent exclusion from mainstream schools. The PRU also takes referrals for pupils with complex needs and vulnerabilities who are not on roll at a mainstream school.

MS PRU is a single school operating from small learning centres across Manchester, which is maintained by Manchester Local Authority and is inspected under the Common Inspection Framework in the same way as any other secondary school or academy.

Since all pupils placed by the MSPRU, whether in its own Learning Centres or in those operated by commissioned providers are on the roll of MSPRU, Ofsted inspections of the MSPRU include visits to all Centres and scrutiny of the attendance and progress of all students on roll. In addition, many of our students are dual rolled with their placing schools, with the MSPRU placement utilised as an Alternative to Permanent exclusion (APX). The placing school contributes to the cost of a placement throughout the student’s stay and remains accountable for the progress and outcomes of the students they place with the MSPRU.

For these reasons, the MSPRU aims to achieve consistency in quality across its ‘in house’ and commissioned Learning Centres. This means that the offer made by commissioned partners is tightly specified through the commissioning and subsequent quality assurance processes.

Students are entitled to a broad curriculum with strong teaching in core subjects and opportunities for high quality experiences in sport, leisure and the arts.

A focus on the personal and social development of its students is central to the MSPRU offer.

In return for their commitment to meeting its student’s complex needs, and recognising the challenges these present, the Pastoral, teaching and administrative teams in the PRU work closely in support of commissioned partners.

**Specification – Part 1**

**For all Provisions**

**Objectives:**

The objectives of this provision are:

* + to improve the life chances of the pupil ensuring that each individual makes good progress from their starting point
* to engage the pupil
* to raise the pupil’s achievement
* to improve the pupil’s attendance.
* to accelerate rates of progress for all pupils

These objectives will not only assure appropriate provision but will allow the pupil to be adequately prepared for their future progression.

**Purpose:**

To work in partnership with the Manchester Secondary Pupil Referral Unit (MSPRU) to meet the assessed needs of pupils who have been referred to the MSPRU

The provision should through a flexible approach secure pupils engagement with educational provision, allowing them to experience the positive effects of achievement that will in turn encourage them to become lifelong learners and equip them to be able to make a positive contribution to society and achieve economic wellbeing.

Provision should have a clear purpose with an aspirational focus on education and achievement; taking into account the learners social, emotional and behavioural needs. It should include baseline and rigorous assessment of progress, regularly shared and discussed where achievements are reported and celebrated and pathways forward identified.

**Profile of Learner:**

The Manchester Pupil Referral Unit (MSPRU) provides for pupils who:

All have complex learning and personal and social needs. Most of them come from high schools in Manchester. Some pupils have a range of learning difficulties and/or disabilities and some have a EHCP. Many are vulnerable. The MSPRU’s population reflects the ethnic diversity of the city. The majority of pupils come from areas of high social disadvantage. A number of pupils are involved with the Youth Justice Team and a range of other agencies.

Students on the programme present with a range of needs, however one or more of the statements listed below will be applicable

* display difficulties in mainstream schools
* present with long term attendance difficulties in their mainstream schools, or have moved into the area and for whom mainstream schooling is not considered appropriate
* have Education Health and Care Plan (EHCP) or specific identified needs
* are considered 'emotionally vulnerable' or have medical needs and are unlikely to return to mainstream schooling
* have been permanently excluded from school
* have been excluded from school on a fixed‐term basis
* are at risk of disengaging from mainstream education and/or being excluded from school
* require additional support during a negotiated transfer between mainstream schools;
* otherwise require alternative education provision to meet their educational entitlement, for instance in line with a EHCP or is a Child in Care with no school place, and whose needs can no longer be met within mainstream school settings

**Specification – Part 2**

**Progression in Learning**

* The provision should be seen as part of the learner’s journey not just the end point.
* Provide pupils with a full range of ambitious and enjoyable options to prepare them for further study, training or work from wherever they are starting
* Clear procedures following MSPRU protocols, for smooth and effective transition at entry to and exit (if appropriate) from the provision should be in place
* Information will be readily shared between all stakeholders to provide for continuity and aid progression.
* There must be clearly defined communication strands to ensure appropriate sharing of this key information so that pupils are given every opportunity to make a fresh start and achieve.
* There must be a recognition of and response to previous identification of need.
* There must be a clear commitment to raise achievement and close the learning gap for this vulnerable group of learners, the process of target setting to achieve this will be evidenced in the pupil’s Individual Learning Plan (ILP).

**Monitoring, Evaluation and Reporting**

* + There needs to be clear, accurate and regular assessments that will inform the next step each individual pupil.
	+ A system of record keeping should enable reports on pupil progress against targets to be shared, the ILP should have a central role in this process
	+ Staffing should allow time for appropriate liaison with key MSPRU personnel.
	+ In line with the MSPRU’s own reporting and assessment calendar, regular reviews, formal and informal, with pupil, parents, the MSPRU and wider stakeholders should report on progress, celebrate achievement and agree how the next steps will be achieved through appropriate target setting.
	+ Statutory guidelines governing attendance must be adhered to.
	+ All providers must use an android, apple or windows devise to link into the MSPRU system and allow reporting of am and pm registration
	+ Attendance must be reported to the MSPRU on a daily basis
	+ Actions to address non attendance must follow MSPRU policy, be clearly recorded and communicated to the MSPRU.
	+ Providers must inform the MSPRU of any change in student circumstance; changes in personal details including carer, address, telephone number and / or changes to the programme they are following.

**Staffing**

* Providers must be able to evidence an appropriate, constant staffing structure.
	+ Providers must demonstrate an appropriate level of staffing.
	+ The provider will be able to evidence that staff have appropriate qualifications, suitable training, skills, attributes and experience to meet the complex needs of the pupils that demand specialist provision.
	+ Roles and responsibilities of staff must be clearly defined.
	+ All staff must have access to regular appraisal and there should be evidence that opportunities for development training and support needs are discussed and actioned.

**Accommodation**

* Buildings must meet to all necessary Health and Safety standards, be secure and accessed only by staff allocated to the site. Signing in procedures for visitors must be in place
* Buildings are DDA compliant.
	+ Provide suitable, appropriate learning environments in all settings
	+ Delivery of provision should be in a high quality physical environment appropriately resourced, that creates a positive ambience where young people feel comfortable, secure and valued and where their self esteem and self-confidence can be built.
	+ The provider should ensure the availability of high quality internet connexions in all settings.
	+ All premises must be non smoking

**Working Practice**

**Policy and Practice**

* As an Alternative Provider you should be registered as an independent school – if you meet the criteria (five or more full-time pupils of compulsory school age or one such pupil who is LAC or has a Statement).
* Provision is to be delivered in accordance with statutory requirements and current legislation and with the MSPRU’s policies and procedures including but not limited to:
1. Safeguarding policy
2. Health and Safety policy
3. Safer Recruitment
4. Equality and diversity policy
5. E-safety
6. LAC
7. Educational visits and trips
8. Risk Assessment
9. Attendance
10. Communication and Behaviour policy
11. Teaching and Learning policy
12. Complaints procedure
13. Information Sharing policy
14. Data Protection policy
15. Dealing with disclosures
16. Medical
17. Whistleblowing
18. Staff training and supervision
19. Anti-bullying
20. Learner ILP’s
21. Dealing with

- Domestic abuse including controlling behaviour

* + - Substance mis-use
		- Forced marriage
		- Sexual exploitation
		- Female Genital Mutilation
		- Radicalisation

**It should be noted that the MSPRU policy and protocols for Educational Visits must be adopted. This involves sending the relevant documentation to the Educational Visits Co-ordinator within the stated timeframe for the trip to be approved in accordance with MSPRU policy and national guidance for school trips.**

**Safeguarding**

* Employees of the provision have the responsibility for and must be committed to, safeguarding and promoting the welfare of young people and for ensuring they are protected from harm.
* The provider must adhere to the principles and practices of safer recruitment in relation to staff, volunteers and other adults in regular contact with MSPRU pupils as detailed in ‘Keeping Children Safe in Education: for schools and colleges.’ (July 2015)
* All staff who apply to work with young people must be subject to an enhanced DBS check and all teachers must be a Prohibition Order check must be made.
* All providers will hold a Single Centre Register (SCR) of employees including their current DBS number. This SCR should be shared with the MSPRU who will include the information in a centrally held SCR.
* Providers will consult with the MSPRU, during the recruitment process in any case where disclosures are given on a prospective staff members Enhanced DBC document.
* Providers must notify the MSPRU immediately in the event of any change in status of any staff member.
* Should there be any difficulty reaching agreement, the MSPRU will seek advice through the city wide Manchester Collaborative Heads (formerly Heads and Principals Group)
* The Provider must ensure that the practises of any Agencies used for the supply of staff meet safer recruiting and staffing requirements, as detailed in ‘‘Keeping Children Safe in Education: for schools and colleges’ July 2015 paragraphs 73 and 74..
* All staff in the Alternative Provision will have completed, as a minimum requirement, Level 1 Safeguarding training. If not completed earlier this should be part of an induction process.
* Providers should have a policy detailing Safeguarding Procedures and may choose to adopt the MSPRU’s Safeguarding policy, which in turn reflects the MSCB Model Safeguarding Policy. This must be maintained to reflect any changes to legislation.
* The MSPRU and Alternative Providers will at all times follow the protocols and procedures laid down by MCSB in relation to safeguarding practice and the sharing of information.
* Providers must be prepared to write and submit reports for Safeguarding and Child Protection meetings, hold responsibility for attending meetings and implement agreed resultant plans.
* Safeguarding issues that arise must be dealt with in accordance with the provisions internal procedures; however they must also be reported on the day of the incident or concern being raised to the MSPRU’s Pastoral team.
* Safeguarding procedures and practice should be reviewed at least annually against the MSPRU’s QA toolkit or a recognised standard; such as ‘The Manchester Voluntary Sector Safeguarding Toolkit’ detailing MSCB minimum requirements to complete this process.

**Please note: Failure to meet safeguarding requirements could mean immediate termination of any contract without compensation.**

**Multi-Agency Working**

* The Alternate Provider will co-ordinate interventions as part of the overall plan for a student.
* Once priority needs are identified the students individual plan should reflect how these priority needs are to be met, by whom and when, either by internal or external resources. This detail should be identified and recorded in the student’s ILP and progress against these targets reported half termly as per the MSPRU calendar.
* It will be the responsibility of the provider to identify staff from that provision to attend each multi agency meetings, where this is the agreed role of the provider, for the student and to ensure information is shared with the MSPRU Pastoral team regarding action and outcomes. If for any reason a provider is unable to send a representative to a meeting the Pastoral Team at the MSPRU should be informed prior to the meeting date.
* The provision must be able to document multi-agency working with other relevant services such as social care, educational psychology, child and adolescent mental health services, youth offending and drug support services.
* All communication with other agencies regarding MSPRU pupils must as a matter of course be shared with the MSPRU’s Pastoral team or identified MSPRU staff

**Links with the MSPRU – Communication**

* The student will be registered with the MSPRU who will retain overall responsibility for the student; accordingly a member of the MSPRU pastoral team must be included in all communication concerning the learner.
* Protocols for communication will be agreed between the MSPRU and each individual provider.
* Regular calendarised meetings and reviews must be scheduled with the MSPRU.
* Key members of staff within the provider organisation need to be identified and given time for this management role.
* A representative of the Provider will be expected to attend MSPRU AP briefings when requested.

**Learner Voice**

* Students are entitled to be part of the action planning for their own provision, which should reflect identified needs and their areas of interest.
* Opportunities should be designed to allow pupils a voice that will influence matters such as range of provision, programme design, evaluation and improvement of provision.

**Parent / Carer Voice**

* To foster positive outcomes parents/carer should be involved and included in discussions and decisions from the point of referral.
* Parents/carer should be provided with appropriate information about the placement.
* There will be an agreed mechanism and timetable to facilitate dialogue with the parents regarding;
	+ achievement and progress
	+ attendance
	+ behaviour and attitude
	+ next steps.

**Quality Assurance**

**QA Framework**

* Quality Assurance is a two part process:
* Safeguarding Questionnaire
* QA framework closely allied to Ofsted criteria covering:

Effectiveness of Leadership and management

Outcomes for Pupils

Personal Development Behaviour and Welfare

Quality of Teaching and Learning

* + The framework is based on the OFSTED ‘School Inspection Handbook’ September 2015
	+ The are the objectives against which the performance of providers will be measured by:

to improve the life chances of the student ensuring that each individual makes good progress from their starting point

to engage the student

to raise the student’s achievement

to improve the attendance of all students

to accelerate rates of progress for all students

* QA visits form a part of this process along with calendarised collection of attainment data, attendance data, staff feedback and the Value for Money Questionnaire.
* Effectiveness of Leadership and Management will not be included in the written element/visits but instead will be addressed through the Strategic Partnership meetings which will take place with the Headteacher.
* All providers will be expected to participate in the QA process and attend both strategic partnership and Alternative Provider network meetings as calendarised.

**Teaching and Learning**

* + The provider will have an internal system that includes observation that assess’ the quality of teaching and learning. Providers should be prepared to offer evidence of monitoring the quality of teaching and learning.
	+ There will be a calendar of agreed QA visits, which will include joint observation of lessons to moderate providers own judgements

**Pupil Outcomes**

Pupil Progress and Achievement: The provider will enable the pupils to achieve the outcomes below. In addition, specific individual learning outcomes to be delivered will be specified in the personalised programme documentation (ILP) for each pupil.

* to have developed positive behaviour
* to have increased self esteem
* to have developed the skills to learn and work individually and in a group
* to have developed organisational skills, including time-management to attend regularly on time and complete necessary coursework
* to have completed a course appropriate to individual needs, abilities and qualifications
* to achieve accredited educational awards / qualifications, if appropriate.
* to have an awareness of any further opportunities for learning provided by the provider and the home school
* to have a next step pathway identified

**Funding and Cost Effectiveness**

* Funding will be allocated for a provision of up to an agreed number of places. These places are not purchased for named individuals.
* Costs of placements are fixed at the time of award and for the period of the contract. Providers will be made aware of payment schedule.

These costs may be reviewed at the end of each year to reflect cost of living and or local circumstance.

* The provider is responsible for maintaining records of expenditure and overall budget forecasts.
* Funding is used to provide good quality educational provision and facilities for students.
* Funding and resources are used to promote inclusion.