



QUALITY ASSURANCE FRAMEWORK

LUCCOMBE HUB

Longmead Community Farm & Milton Mills

THERAPEUTIC

ALTERNATIVE PROVISION

Ofsed:838/6012

Rating: Good

NAME OF PROVIDER : THE LUCCOMBE HUB

**SITE ADDRESS: LONGMEAD COMMUNITY FARM, MILBORNE ST
ANDREW, DORSET DT11 0BQ**

Luccombe Hub Principal: HENRI MONIER-WILLIAMS -07772000845
AP Manager: NITA DOOLEY -01258 837960

CENTRE OFFICE NUMBER: 01258 440530

Lot 1 Ofsted Registered Good	Lot 2 Inclusion Support/counselling/Equine assisted learning	Lot 3 Re-Engagement	Lot 4 Teaching Only through project-based learning	Lot 5 Progress to Settled Adult Life skills
Yes	Yes	Yes	No	Yes

QUALITY MONITORING AND EVALUATION FRAMEWORK

Purpose

This framework is intended to provide information about The Luccombe Hub to other educational settings that utilise it's services. The Framework covers the following themes: .

1. Safeguarding
2. Health and Safety
3. Achievement and Standards
4. Teaching and Learning
5. Admissions, Guidance and Support
6. Learner Entitlement
7. Leadership and Management
8. Professional Development
9. Employer Engagement

The criteria, although not extensive, have been identified as the key quality indicators for the various aspects and stages of alternative education programmes.

ALTERNATIVE PROVISION QUALITY ASSURANCE

PROVIDER: The Luccombe Hub
CONTACT DETAILS: Centre Lead: Henri Monier-Williams
Alternative Provision Lead: Nita Dooley
Education Lead: Lucie Wharton

Please refer to individual learner proposals for details of proposed outcomes and subjects to be covered.

We offer the following packages/activities :

Therapeutic
Premier therapeutic 1:1
Alternative education*
Alternative education* including key stage maths and English support
Alternative education* including functional skills maths and English
Forest school / Bush craft
Counselling
Equine Assisted Learning
Therapeutic Farm
DT/STEM projects

The Luccombe Hub is audited yearly by the following agencies:-

Independent Schools
Health & Safety – Dorset Council
Equine Assisted Quality Audit -EAQ
Code of Conduct – Quality Assurance – Social Farms and Gardens
DCC & LA AP Framework Quality Annual Audit

THEME ONE:

SAFEGUARDING (ESSENTIAL) REQUIREMENT

GUIDING PRINCIPLE:

Young people feel safe

	Requirement	Evidence	Requirement met (circle)
1	Safeguarding/Child Protection policies are in place and up to date	<ul style="list-style-type: none"> Names and contact details of those responsible for safeguarding Safeguarding/child protection policies Induction procedure and resources for new staff policy review communications to parents and young people 	<p>FULLY</p> <p>PARTIALLY</p> <p>NOT AT ALL/LIMITED EVIDENCE</p>
COMMENTS			
2	<p>Refresher training is available at 2 yearly intervals for lead member of staff and all staff that work with children undertake appropriate training and then refresher training at 3 yearly intervals.</p> <ul style="list-style-type: none"> All members of staff are aware of and have access to Safeguarding Children training programmes 	<ul style="list-style-type: none"> Records of staff L1, L2 and L3 Safeguarding Certificates KCSIE updated Safeguarding training and information plan Member of Pan Dorset Safeguarding children partnership Annual Safeguarding audit of third party activity providers eg. The Luccombe Riding Centre 	<p>FULLY</p> <p>PARTIALLY</p> <p>NOT AT ALL/LIMITED EVIDENCE</p>
COMMENTS			

	Requirement	Evidence	Requirement met (circle)
4	The organisation has an e-safety/acceptable use policy and anti-bullying policy signed by staff and pupils.	<ul style="list-style-type: none"> E-safety/acceptable use policy and anti-bullying policy All staff trained in e-safety and anti-bullying 	FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			
5	All members of staff know what to do if a disclosure is made	<ul style="list-style-type: none"> Information on how Child Protection [CP] concerns are raised found in all buildings around site Managing Allegations Policy Whistleblowing Policy Safeguarding children Policy My Concern used for logging concerns and incidents Safeguarding review meetings Regular team meetings reminders LADO contact details available CHAD Contact details available 	FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS:			
6	All staff aware of the advice given from the Health and Safety Executive about lone working	<ul style="list-style-type: none"> A lone working risk assessment has been carried out Policy List of resources available for safe lone-working Procedure in place for use in event of lone working Outreach policy and agreement 	FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			

THEME TWO:

HEALTH AND SAFETY (ESSENTIAL) REQUIREMENT

GUIDING PRINCIPLE:

Young people are safe on and off the premises

Lead member of staff, contact details			
	Requirement	Evidence	Requirement met (circle)
1	An up to date Health and safety policy is in place and accessible to all staff, young people, carers and visitors and a there is a designated person trained to IOSH standard who is held ultimately responsible for health and safety	<ul style="list-style-type: none"> • Knowledge of requirements of health and safety legislation • ‘Competent’ health and safety advice available • Appropriate health and safety signs and notices • Displayed notice naming the designated person for health and safety to whom these issues should be reported. • External assessment by DCC H&S 	<p>FULLY</p> <p>PARTIALLY</p> <p>NOT AT ALL/LIMITED EVIDENCE</p>
COMMENTS Centre Lead and Helen Heathfield-White are Health & Safety designated persons trained in Health & Safety for Management – all Health & Safety is over seen by Dorset Council and an annual Health & Safety report is created and action points carried out.			
2	Risk assessments have been carried out to identify significant risks on site	<ul style="list-style-type: none"> • Adequate risk control measures • Annual /regular reviews 	<p>FULLY</p> <p>PARTIALLY</p> <p>NOT AT ALL/LIMITED EVIDENCE</p>
COMMENTS			
3	Fire drills take place regularly,	<ul style="list-style-type: none"> • Fire alarms are regularly tested and meet the Fire Brigade’s criteria • Fire extinguishers tested regularly • Staff trained in fire prevention measures • Diary showing recent fire drills and notes • Fire Drills practiced termly • Risk Assessment carried out • Display a list of fire marshalls • External assessment by PTS 	<p>FULLY</p> <p>PARTIALLY</p> <p>NOT AT ALL/LIMITED EVIDENCE</p>
COMMENTS			

	Requirement	Evidence	Requirement met (circle)
4	<p>Public liability insurance policy is current and the insurance certificate is displayed</p>	<ul style="list-style-type: none"> Public liability insurance document Other relevant insurance documents 	<p>FULLY</p> <p>PARTIALLY</p> <p>NOT AT ALL/LIMITED EVIDENCE</p>
5	<p>First aid equipment and/or facilities are readily available</p> <ul style="list-style-type: none"> Is the organisation familiar with RIDDOR procedures? (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995)_ www.hse.gov.uk How will the employer convey revised control measures to young people if a RIDDOR event occurs whilst they are on the premises?_ http://www.hse.gov.uk/guidance/index.htm 	<ul style="list-style-type: none"> Arrangements for access to a qualified first aider or 'appointed person' Medical room on site Recording systems for accidents and first aid treatments and notification to the centre (if appropriate) and/or the parents/carers? Evidence of any RIDDOR investigations underway or outcomes pending List of trained first aiders displayed Records of First Aid Kit Checks - Termly 	<p>FULLY</p> <p>PARTIALLY</p> <p>NOT AT ALL/LIMITED EVIDENCE</p>
COMMENTS			
6	<p>Arrangements are in place for supervision of young people</p>	<ul style="list-style-type: none"> Supervision arrangements Supervision Policy in place Site Security Policy Staff timetable Ratios of staff to young people identified according to need and upheld – Note all learners are 1:1 or small group of no more than 1:4 	<p>FULLY</p> <p>PARTIALLY</p> <p>NOT AT ALL/LIMITED EVIDENCE</p>
COMMENTS			

THEME THREE

ACHIEVEMENT AND STANDARDS

GUIDING PRINCIPLE:

Learners achieve the standards set for them in relation to their capabilities and starting points

	Requirement	Evidence	Requirement met (circle)
1	Learners meet the targets set in relation to their starting points and make at least good progress	<ul style="list-style-type: none"> • Assessment Policy • Work towards EHCP targets • EHCP Review meetings attended. • Multi-Agency Meetings attended • Individual learning objectives • Designated curriculum pathways used • Learner IEP • Regular team meetings to discuss progress and next steps 	<p>FULLY</p> <p>PARTIALLY</p> <p>NOT AT ALL/LIMITED EVIDENCE</p>
COMMENTS See individual learner reports			
2	Learners are gaining knowledge, skills and understanding at a good rate across all aspects of the course	<ul style="list-style-type: none"> • Assessment Policy • Work towards EHCP targets • EHCP Review meetings attended • Multi-Agency Meetings attended • Individual learning objectives • Designated curriculum pathways used • Learner IEP • Regular team meetings to discuss progress and next steps 	<p>FULLY</p> <p>PARTIALLY</p> <p>NOT AT ALL/LIMITED EVIDENCE</p>
COMMENTS See individual learner reports			
3	Analysis of assessment data enables clear indications of: how well the provider is doing in relation to its targets how effective it is in identifying specific groups of learners' needs	<ul style="list-style-type: none"> • Assessment Policy • Assessment Framework • Individual learning journeys • Assessment against EHCP targets • Designated curriculum pathways used. • Learner IEP 	<p>FULLY</p> <p>PARTIALLY</p> <p>NOT AT ALL/LIMITED EVIDENCE</p>
COMMENTS See individual learner reports			
4	Progress reports show modifications, if necessary, to learners' requirements	<ul style="list-style-type: none"> • Assessment Policy • Thrive assessments • EHCP Review meetings • Multi-Agency Meetings attended • Individual learning objectives 	<p>FULLY</p> <p>PARTIALLY</p> <p>NOT AT ALL/LIMITED EVIDENCE</p>

		<ul style="list-style-type: none">• Designated curriculum pathways used• Learner IEP• Regular team meetings to discuss progress and next steps	
COMMENTS See individual learner reports			

THEME FOUR**TEACHING AND LEARNING****GUIDING PRINCIPLE:**

Learners benefit from high quality teaching and learning experiences, which allow them to progress and achieve at their own pace at a variety of levels and according to individual needs.

	Requirement	Evidence	Requirement met (circle)
1	Lessons/sessions have clear and appropriate learning outcomes	Learner reports SOW's, individual timetables, lesson plans Subject development plans where appropriate.	FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS.			
2	Lesson/session plans identify the knowledge, skills and understanding that different groups of learners will achieve	See individual learning objectives in proposals and planning. All work is differentiated where appropriate. See learner reports	FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			
3	Regular and thorough assessment and review of progress takes place.	Assessment policy Assessment framework Individual learning journeys Teacher assessment Internal moderation process Regular learner/team meetings for every learner Regular reviews of learner plans (IEP)	FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			
4	Resources are used effectively to support a variety of teaching and learning styles.	Embraces Lot C ethos. Social Farm and Gardens Thrive Individualized approach See individual learner reports	FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			

	Requirement	Evidence	Requirement met (circle)
5	There are productive working relationships between staff and learners leading to effective feedback and positive learning outcomes.	<ul style="list-style-type: none"> • Designated reflection time, one to one learner meetings • Feedback is modified to meet learners understanding • Keyworkers 	FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS The Luccombe Hub recognises that relationships are key to re-engagement with learning objectives. We aim for a collaborative approach. See the Centre's vision and ethos.			
6	Learners understand the importance of attendance, punctuality and classroom and workshop behaviour and comply appropriately.	<ul style="list-style-type: none"> • One to one mentoring sessions, • Learner IEP • Thrive practitioner • Strong PSHE/SMSC curriculum • Therapeutic approaches 	FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			

THEME FIVE

ADMISSIONS, GUIDANCE AND SUPPORT

GUIDING PRINCIPLE:

Admissions and guidance procedures ensure that learners understand the learning programmes available to them. Learners can access all aspects of support according to their individual needs and aspirations throughout the programme.

	Criteria	Evidence Presented	Criteria Met (circle)
1	A profile on each learner is required from schools or referring agencies detailing key information on ability, aptitude and specific needs	<ul style="list-style-type: none"> • EHCP • Professional referrals process • Admissions Policy • Admissions pack • Learner profiles created and regularly reviewed by team and multi-agency 	FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			
2	A structured process of guidance and admissions interviewing is in place which enables learners to be appropriately placed	<ul style="list-style-type: none"> • Admissions Policy & Procedures 	FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			
3	Activities and advice are available to raise awareness of options prior to a final choice being made.	<ul style="list-style-type: none"> • Young person is encouraged to have a voice • Admissions Policy • Taster sessions • Transition plans created if appropriate 	FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			
4	Opportunities are available for learners to change options within an appropriate time scale.	<ul style="list-style-type: none"> • Individual learning journey and curriculum • Regular review – adapted where needed • Learner led approach where possible 	FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS:			

	Criteria	Evidence Presented	Criteria Met (circle)
5	Learning and pastoral support is available to all learners throughout the programme. Learners and staff are aware of the procedures to access this support.	<ul style="list-style-type: none"> • Behavioural & Pastoral Lead • Highly trained staff in SEN & behaviour • Extensive PSHE curriculum • Learner IEP's • Thrive Practitioner 	FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS The Luccombe Hub works on the basis of building strong relationships with their young people. Behavioural & Pastoral support is available throughout a learners sessions. Regular team meetings are conducted for training and review of individual learner needs.			

THEME SIX**LEARNER ENTITLEMENT (Welfare, wellbeing, rights, responsibilities)****GUIDING PRINCIPLE:**

All Learners have the right to a safe, secure and supportive environment and are aware of all rights, responsibilities and codes of behaviour.

	Criteria	Evidence Presented	Criteria Met (circle)
1	All learners participate in an induction process that will help them understand options , health and safety procedures, their rights and responsibilities and are aware of equal opportunities	<ul style="list-style-type: none"> • Induction process • Transition process if required • PSHE Curriculum • SMSC curriculum 	FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			
2	Learners have a forum to express opinions and raise issues.	<ul style="list-style-type: none"> • 1:1 feedback/reflection sessions • Learners complaints process • Posters around site to promote have your say • Keyworkers • Have your say boxes 	FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			
3	A planned programme of induction activities ensures that learners understand their rights and responsibilities and are aware of equal opportunities.	<ul style="list-style-type: none"> • Staged therapeutic assessment tool – used as a tool to plan first 6 weeks and to create activities and review behavioral needs • PSHE Curriculum • SMSC Curriculum 	FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			

THEME SEVEN

LEADERSHIP AND MANAGEMENT

GUIDING PRINCIPLE:

Programmes are managed and organised in such a way that schools and providers work together closely with the aim of meeting individual learner’s needs, abilities and aspirations.

	Criteria	Evidence Presented	Criteria Met (circle)
1	There is a secure agreement setting out the responsibility of the provider and the feeder institution	<ul style="list-style-type: none"> • Referral systems • Admissions Policy & Procedures • Proposals • Strong collaborative approach • Child-centred approach • Regular review meetings 	<p>FULLY</p> <p>PARTIALLY</p> <p>NOT AT ALL/LIMITED EVIDENCE</p>
COMMENTS			
2	Collaborative time-tabling arrangements allow individuals access to the widest possible range of programmes.	<ul style="list-style-type: none"> • Individual learner timetables • Individual proposals 	<p>FULLY</p> <p>PARTIALLY</p> <p>NOT AT ALL/LIMITED EVIDENCE</p>
COMMENTS			
3	Representative group or groups exist and meet regularly to plan and develop provision	<ul style="list-style-type: none"> • Regular team meetings, • Subject lead meetings • Child review meetings • Multi-agency meetings (external) • SLT meetings 	<p>FULLY</p> <p>PARTIALLY</p> <p>NOT AT ALL/LIMITED EVIDENCE</p>
COMMENTS			
4	Effective lines of communication exist within and between organisations.	<ul style="list-style-type: none"> • Teamwork ethos – collaborative approach with the Centre Community • Clear communication • Easy contact arrangements • Forge strong relationships with stakeholders 	<p>FULLY</p> <p>PARTIALLY</p> <p>NOT AT ALL/LIMITED EVIDENCE</p>
COMMENTS			

	Criteria	Evidence	Criteria Met (circle)
5	Clear lines of responsibility for the co-ordination and delivery of the programme are in place in both home school and the provider.	<ul style="list-style-type: none"> • Collaborative, child centred approach • Individual proposals • Individual targets and progression steps • Clear communication with all those working with the child/YP 	FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			
6	Effective self-evaluation procedures are in place	<ul style="list-style-type: none"> • Regular review meetings • Strategic plans in place for subject areas • Centre Improvement Plan • Various toolkits to help with self-evaluation • Annual audits by external awarding bodies & agencies 	FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			
7	Schools and providers work in partnership with individual learners and parents and carers to monitor and review individual needs, abilities and aspirations.	<ul style="list-style-type: none"> • EHCP reviews • IEP reviews • TAF/TAC & other multiagency meetings • Reports • PSHE curriculum & Careers Curriculum • Pastoral mentoring • Thrive assessment and reviews 	FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			
8	Agreement has been reached between all partners on procedures for managing attendance, punctuality, behaviour and rewards.	<ul style="list-style-type: none"> • Behavioural Policy • Children missing in education & attendance Policy • Exclusion Policy • Learner IEP's & Support plans 	FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			

THEME EIGHT

PROFESSIONAL DEVELOPMENT

GUIDING PRINCIPLE:

Opportunities are available for continuous professional development access to opportunities for sharing good practice.

	Criteria	Evidence Presented	Criteria Met (circle)
1	Strategies are in place to ensure that the professional development needs of the individual/provider/institution are met	<ul style="list-style-type: none"> • Regular staff supervision – staff supervision policy • CPD policy • Weekly team meetings • Serious case reviews • Individual learner case reviews by designated staff 	<p>FULLY</p> <p>PARTIALLY</p> <p>NOT AT ALL/LIMITED EVIDENCE</p>
COMMENTS			
2	Mechanisms exist for identifying and responding to the specific needs of staff involved in delivering programmes	<ul style="list-style-type: none"> • Regular staff supervision – staff supervision policy • CPD policy • Weekly team meetings • Serious case reviews • Individual learner case reviews by designated staff 	<p>FULLY</p> <p>PARTIALLY</p> <p>NOT AT ALL/LIMITED EVIDENCE</p>
COMMENTS			
3	Arrangements have been agreed between partners for appropriate experience e.g. work shadowing and joint teaching on programmes.	<ul style="list-style-type: none"> • Individual agreements can be reached 	<p>FULLY</p> <p>PARTIALLY</p> <p>NOT AT ALL/LIMITED EVIDENCE</p>
COMMENTS			
4	Good practice is identified and disseminated across all participating staff.	<ul style="list-style-type: none"> • Regular staff supervision – staff supervision policy • CPD policy • Weekly team meetings • Serious case reviews • Individual learner case reviews by designated staff 	<p>FULLY</p> <p>PARTIALLY</p> <p>NOT AT ALL/LIMITED EVIDENCE</p>
COMMENTS			

THEME NINE**EMPLOYER ENGAGEMENT (FOR RELEVANT PROGRAMMES)****GUIDING PRINCIPLE:**

Learners benefit from a structured process of work-related experiences which is built on a strong partnership between, college, school and the employers. (Where there is a strong work-related element to the programme)

NOTE: The Luccombe Hub – careers curriculum follows the Gatsby Guidelines and adapted to meeting the individual needs of a learner

	Criteria	Evidence Presented	Criteria Met (circle)
1	Employers demonstrate an understanding of the qualification and its link to the placement or experience provided.	<ul style="list-style-type: none"> • See CEIAG Curriculum • CEIAG Strategic development plan available • See CEIAG curriculum overview • PSHE Curriculum • SMSC curriculum 	FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			
2	Learners can identify the ways in which the employer input benefits their learning.	<ul style="list-style-type: none"> • See CEIAG Curriculum • CEIAG Strategic development plan available • See CEIAG curriculum overview • PSHE Curriculum • SMSC Curriculum 	FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			
3	Employers are represented on key planning and decision-making groups.	<ul style="list-style-type: none"> • See CEIAG Curriculum • CEIAG Strategic development plan available • See CEIAG curriculum overview • PSHE & SMSC Curriculum 	FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			
4	Work placements are effectively planned and learners' experiences are recorded to show the benefit to the individual.	<ul style="list-style-type: none"> • See CEIAG Curriculum • CEIAG Strategic development plan available • See CEIAG curriculum overview • Workplace encounters/experience log book for each learner • Employability skills & mentoring sessions 1:1 	FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			

	Criteria	Evidence Presented	Criteria Met (circle)
5	Work related activities and/or placement help learners to identify and understand potential career and training opportunities.	<ul style="list-style-type: none"> • See CEIAG Curriculum • CEIAG Strategic development plan available • See CEIAG curriculum overview • Workplace encounters/experience log book for each learner • Employability skills & mentoring sessions 1:1 	<p>FULLY</p> <p>PARTIALLY</p> <p>NOT AT ALL/LIMITED EVIDENCE</p>
COMMENTS			