

## Alternative Education Provider - Organisation Profile

Provider Name	Fresh Start in Education Ltd
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### Summary of provision provided (please tick as appropriate)

Full Time Alternative Provision	
Part Time Alternative Provision	✓
Tutoring	✓
On-line Learning	✓
Bespoke Provision delivered off-site	✓
Additional Interventions delivered on-site	✓
Full or Part-Time Alternative Provision for Post 16 Students	✓
Key Stage 1	✓
Key Stage 2	✓
Key Stage 3	✓
Key Stage 4	✓
16 Plus	✓
English Tuition	✓
Maths Tuition	✓
Science (including IT) Tuition	✓
Core Curriculum	✓
Vocational Training	
Physical activities – such as sports	

### Additional Provision Information

For over 12 years Fresh Start in Education has been delivering one to one tailored engagement and education packages for students aged from 4 years to 25 years who are having difficulties attending school for a variety of reasons. Categories include NEETs, SEND, SEMH, Young Offenders, Chronically Sick or those with medical needs, excluded or at risk of exclusion, and care leavers who do not have a post 16 option or who maybe between placements. Fresh Start also specialise in working with complex cases, for students who have three or more diagnoses, including those who have mental health and/or medical reasons that mean that they cannot attend their education setting. The Company accepts students whatever their attitude, SEND challenges or behaviour. Every learner has a person-centred impact plan, an all-inclusive portrait to identify strengths, difficulties, barriers to learning, and brief background history to recognise prior attainment. The person-centred plan also identifies social, emotional, and behavioural challenges and the level of risk behaviour that they may present (if any). Each placement can span from six to fourteen weeks, with flexibility to extend the programme confirmed by the referring Client. Session durations range from 9 hours to 15 hours per week, reviewed every 6-weeks as part of the review process to monitor progress and meet learning outcomes to prepare each CYP for reintegration. The Company's Student Referral Form is used to gather information to ascertain the needs of the student. In most cases, the Company conducts an Impact, Engagement & Education Plan (IEEP) meeting with the CYP and their parents/carers, which forms the basis of our person-centred planning. The IEEP is a comprehensive evaluation of the student's strengths, aspirations, barriers to learning, health and care needs, and outlines the outcomes required and interventions to be applied to ensure each student can achieve. The IEEP incorporates the views of the student, the Client, Social Services (where applicable), parents/carers and others involved with the student's welfare.

Baseline Assessments are conducted during the IEEP meeting, or during induction week. STAR assessments are applied for KS1 and KS2 for tracking student's attainment and progress in Maths, Reading and Science. KS3, KS4 and KS5 Students whose academic attainment at time of referral is reported close to age related expectations, complete Skills Forward Functional Skills and GCSE Assessments for English, Mathematics, and ICT. For students with significant cognitive and learning difficulties, the P Scales criteria is applied to evaluate levels working at and towards as part of their baseline assessment. All assessment data is recorded on ProNet (MIS) and reviewed every 6-weeks to monitor and track progress, facilitate re-engagement, and implement realistic goals.

An Education Specialist (ES) is matched and appointed to work one-to-one with the student, together with any other additional staff that have been agreed are required to meet the students' needs, or for their safety. The Referrals Department ensure that each student is matched to an ES who has relevant experience, qualifications and can effectively support them to achieve the outcomes agreed by all stakeholders, including the CYP. The Education Team, consisting of Education Coordinators, (EC), manage each placement and are the direct contact link to all stakeholders, parents/carers, and the student. The ES agrees the aims of the provision with the CYP and applies a person-centred approach to learning. Every CYP has a Personal Learning Plan, (PLP), which is reviewed with the student every 6-weeks. The PLP recognises a student's individual learning style and focuses not only on what should be taught, but also on how it should be taught. PLPs generally, include one target for each of the following areas of development: Communication, PSHE, Lifeskills/Careers, Science/Computing/The Arts, English and Mathematics. Formative Assessment is carried out in every session and has a direct impact on teaching resources and strategies employed to promote daily progress, which is recorded in the Daily Report. Summative Assessment occurs at specific dates throughout the academic year and aligned to the Company's 6-week review process. The analysis of assessment identifies achievement and areas where there is need for further intervention. Formative and summative assessments provide quantitative information to be shared with stakeholders involved in the student's future education provision. The EC assigned to manage the placement has regular contact with the Commissioner and parent/carer to discuss progress, engagement, and content of the programme to ensure that the provision is meeting the needs of the student and address any issues or concerns that may arise in a timely manner. The EC monitors student progress daily, including attendance, punctuality, levels of engagement, personal and social development, and academic progress. Evidence of learning is differentiated and clearly recorded to each learning outcome target to demonstrate progression, which is uploaded to the Daily Report.

The Company conducts an annual Self-Assessment report at the end of each academic year to identify and evidence key strengths and best practice, highlighting priority areas for the year ahead, which in turn creates the Quality Improvement Plan (QIP). The Self-Assessment analyses data trends documented on ProNet, incorporates recommendations made by a range of Local Authority QA compliance audits and uses the Education Inspection Framework as guidance to evaluate the main judgements of overall effectiveness, quality of provisions, behaviour and attitudes, personal development and leadership and management. We continually review impacts to develop our services, processes, and procedures by monitoring, and recording progress to meet Local Authority recommendations to drive improvements.

#### Pastoral Support Offered – please provide a summary of the pastoral care you provide

Fresh Start is a national provider, working one to one face to face or online using our secure learning platform, to re-engage with and continue education whilst also supporting each student in a holistic way to help them to overcome some of the challenges and barriers they may have faced. Fresh Start is an interim supplier and does not have any fixed premises where we provide teaching or learning activities. All placement sessions take place within the home environment, local community or at the school site where the CYP is still on roll. By tailoring provisions to meet the individual needs, we aim for each child or young person to experience a positive, safe learning environment to support their development, recognise their aspirations and increase their ability to succeed in readiness for

reintegration into full time education, employment, or training within their local area and communities. As a national interim provider, working 1:1 with children, young people, families, and vulnerable adults, our commitment to safeguarding runs through our recruitment procedures and is evident at all stages of the process. We believe that every child and young person should be given every opportunity to develop effective social and emotional skills that empowers them to recognise their strengths and feelings of self-worth, build resilience to succeed in education and contribute to their local communities. Fresh Start in Education operates a person-centred positive behaviour approach, in order that the CYP we are working with feels safe, valued and their emotional welfare and health is strengthened. The Company promotes emotional well-being and understands the importance of tailored, effective, intervention support strategies that are vital to maintain and increase emotional security.

The Company embraces working with any child or young person whose circumstances have become a significant barrier to their inclusion in full-time education and we seek to re-engage with them to inspire hope for their future. Each placement supports the student in a holistic way to gain a greater awareness of their strengths and aspirations. Each student has a Personal Learning Plan (PLP), which builds on their strengths, develops areas where they have been struggling or where they continue to experience barriers. The key to each placement is re-engagement, no matter what the cognitive ability is and or levels the student is functioning at. We work collaboratively with the commissioning Client, parents/carers, and the student, operating within a structured timeframe to transition to school, college, training, or employment. 6-Weekly PLP targets are tracked and reviewed to ensure that key milestones lead to independence in learning and maintain good physical and emotional well-being. Placement activities specifically target core transferable skills development to prepare for adulthood, and secure economic and emotional well-being. Our tailored placements are a vital part of the learner's journey not just to develop skills, but to fully equip them with the understanding of how to apply and transfer these skills into their daily lives and community.

Personal, Social & Health Education (PSHE), is a core PLP target and provides every student with a wide range of opportunities to enhance SMSC. ASDAN short courses are used to provide a framework, with a range of opportunities to participate in challenges within ASDAN modules that enhance personal development for all ages. PSHE ASDAN Short Course content is split into 11 standalone modules:

- Module 1 – Emotional Well-Being
- Module 2 – Keeping Safe & Healthy
- Module 3 – Social Media
- Module 4 – Alcohol
- Module 5 – Tobacco & Drugs
- Module 6 – Sexual Health
- Module 7 – Respectful Relationships
- Module 8 – Families & Parenting
- Module 9 – Financial Choices
- Module 10 – Careers & Your Future
- Module 11 – Living in Modern Britain

The flexibility of ASDAN's Short Courses means they can be undertaken in a variety of settings, over a period to suit the individual, interpreted and adapted to meet the student's needs.

The Company monitors student progress daily, including attendance, punctuality, levels of engagement, and progress made in personal and social development. Evidence of learning is differentiated and clearly recorded to each learning outcome target to demonstrate progression, which is uploaded to the Daily Report. Additional or unplanned learning is also captured, no matter how small, and recorded as progress.

All students placed with the Company receive the same level of monitoring and support with their attendance as they would receive in any school environment. Attendance codes are recorded on the Daily Report and are in line with DfE requirements. Punctuality is logged using the Lone Worker login,

a system that records attendance of staff and student to check in and check out after the session to ensure the safety of all parties. The Lone Worker login enables the Education Coordinator, (EC), to promptly contact parents/carers and relevant stakeholders, if a student is absent where no appropriate reason has been provided.

#### Service Provider Benefits – please list the main benefits of your provision

1. 1:1, 2:1 & 3:1 bespoke person-centred provision
2. Education Specialist - Experienced, Qualified and Screened Staff
3. Robust Recruitment Process
4. Client Portal - Live data: attendance, punctuality & levels of engagement, and secure access to PLP Reviews
5. Individual Assessments: Impact Engagement & Education Plan, baseline information
6. Advocacy & intervention support
7. Dedicated Safeguarding Team
8. SEND / SEMH Specialism Nationwide
9. Robust Risk Assessments
10. Quality Assurance and Observation Processes

#### Provider Outcomes – please list the main outcomes

1. **Our main objective is to return students to specialist or mainstream education, college or training as soon as is practical, preparing and supporting that transition.**
- 2.
- 3.
- 4.
5. Max 10.

#### Other Information

Registered as a school? (please provide URN)	No
Which regulatory body are you registered with? (e.g. OfSTED, ISI, CQC etc.)	
What was your last inspection rating?	
Free School Meals Catered for?	Yes – Daily Budget to cover refreshments
Can cater for service users with restricted mobility?	Yes
Can support service users with complex health needs?	Yes
Can support service users with complex education needs?	Yes

#### Pricing Schedule

Course/Service	For Course	Per hour	Per Day	Per Week	Per Term	Per Annum
<b>Online (SL1)</b> Blended learning sessions for students who may require additional top up support that could include revision, study skills, subject specific input etc. Students' do not present with risk behaviours or have an EHCP		£57.20				
<b>Basic Provision (SL2)</b> Early intervention education for students permanently excluded, or who do not have a school place, or are refusing or unable to attend a school setting.		£68.20				

