

Alternative Education Provider - Organisation Profile	
Provider Name	OCEM Limited
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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	Part time
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	
<p>OCEM Ltd is a tuition provider that specialises in students who have additional needs. Our provision is able to meet the academic requirements of students as well as addressing the behaviour concerns that accompany students with challenging social emotional and mental health needs.</p> <p>Our highly experienced team, focus on set targets from either EHCP's or planning meetings with schools to provide a highly differentiated curriculum.</p> <p>We offer core subject tuition and a more bespoke curriculum, includes mentoring, both are expected to promote progress over time.</p> <p>We work with all students from EYFS to Year 13 and provide a safe and nurturing environment to provide a positive experience.</p> <p>Our team use tried and tested de-escalation strategies to improve dysregulated behaviour. We work closely with families to build a transparent and trusting relationship to support attendance and academic progress.</p> <p>We create robust risk assessments to ensure staff and students are always safe. We employ control measures to reduce the likelihood and severity of harm. Our risk assessments are working documents and as such are reviewed regularly.</p> <p>OCEM Ltd can offer education packages to young offenders. As with all referrals we would look at this on a case-by-case basis. A thorough, robust risk assessment would be created in consultation with all professionals involved.</p> <p>Students can be referred to OCEM with very little information on their education abilities. We try to obtain as much information on academic levels as possible, we also request the previous provision complete a Boxall profile. Once the student starts and they are settled and feel safe in their new setting,</p>	

base line assessments will be conducted to allow the tutor to find the gaps in a student's knowledge and plan lessons to target those areas of improvement.

Members of SLT conduct onsite lesson observations. Some observations are conducted without warning, some are arranged with the tutor and family. This enables SLT to target areas of improvement and follow up with learning outcomes to ensure OCEM Ltd are meeting their targets.

All students are subjected to a 6-week review. Parents and case holders are invited to discuss the provision, make amendments if required and discuss targets and next steps.

OCEM tutors complete daily reports for all students. These are sent to SLT, before they are sent to case holders. This will highlight concerns in the support being offered. This enables SLT to support the tutor in devising a different approach or strategy. This is an on-going evaluation, supported by the 6-week review.

Our staff are provided ongoing CPD training. This is through the online TES portal Educare, along with face-to-face refresher training and regular virtual workshops. A member of SLT oversees staff training, to ensure staff practise is current and effective

We provide half-termly supervision. Where support is given on an individual basis and staff targets are set and reviewed.

Attendance is reported daily to either the local authority or direct to schools.

If OCEM are unable to reach parents/carers and the child has not attended their tuition, this is referred to the case holder for action one the first day of absence. If OCEM do not see the student for 3 days and have not been able to reach the parent/carer, a welfare check will be conducted at the home of the child. This process is explained to all parent/carers at the initial meeting before tuition starts. All information is reported back to the case holder without delay.

If a student absconds from their education venue, OCEM will follow its absconding procedure. This is discussed with the parent/carer and student at the initial meeting.

We regularly send out parent/carer and school feedback forms. This allows us to develop our service and improve on procedure. All feedback is discussed at weekly SLT meetings. All feedback is seen as a learning opportunity and OCEM always strive to improve its service to our young people and case holders.

SLT will book a meeting with parent/carers at the home to discuss the concerns to find a solution to non-attendance. To support the student's access to education, OCEM are prepared to be flexible, we may possibly change days, or times of the sessions to encourage regular attendance. These offers to change the agreed provision is always referred to the case holder to authorise.

All members of staff are subjected to an enhanced DBS check.

OCEM follows its safer recruitment policy to ensure all candidates are thoroughly vetted. This information is stored on a central staff database.

All staff have received as a minimum level 2 safeguarding and child protection training. Certificates available on request.

OCEM's DSL or DDSL will inform the case holder without delay of any safeguarding concerns. OCEM will follow the case holder's safeguarding policy and will action all and any requests from the case holder in a timely manner. OCEM staff are required to complete a cause for concern which is sent to OCEM's DSL, this concern is sent to the case holder, along with any other documentation required. The student's risk assessment is then reviewed and updated accordingly.

OCEM Ltd complete lone worker risk assessments for all tutors and SLT, working in partnership with the student's individual risk assessment.

OCEM will conduct tuition in student's homes or in public buildings, such as a library. If tuition is held in a hub or youth centre that is not open to the public, OCEM will ensure that there are always a minimum of two members of trained staff present during tuition. Staff are not permitted to work alone with a child in a non-public building unless it is in the home and then a parent/carer must always be present. This is a process we confirm at the induction stage to ensure all staff are comfortable with lone working and how they can still access support from SLT when needed.

1000 words max

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

OCEM supports its students by understanding the challenges they face, due to their own individual needs. These can seriously impact our students, leading to dis-engagement in their education journey. OCEM really listening to students concerns and never dismissing their opinion. All tutors adopt an empathic and non-judgemental approach to alleviate student's anxiety.

We encourage students to talk about issues that concern them. By providing our students with a voice, they know they are being heard, and we actively encourage them to be able to start to move forward. We look to resolve issues of isolation and feelings of inadequacies by working closely with parents/carers and case holders to introduce students back into peer settings. We support our students recognise what positive friendships look like and help them to understand when they are in negative and damaging relationships.

We conduct reflection sessions with students to help them understand how their present behaviour or choices impacts on themselves and those around them.

We want to re-introduce our students back into their community with sessions that take place in public libraries and community buildings, getting them back into a routine which takes them out of the home environment.

OCEM has clear available policies that protect students from discrimination and harassment. We work closely with the student, parent/carers and case holders to set achievable targets that promote wellbeing and enable the student to be able to receive the academic input. We celebrate small achievements that slowly build self-esteem and self-worth. Overall, we strive for continuity, which, after much turmoil, our students need to be able to be successful.

1000 words max

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

1. Specialise in supporting students with a variety of SEMH needs, including ASD and ADHD and mental health concerns.
2. 1:1 targeted academic support
3. To match the tutors experience to the needs of the student
4. To show academic progression
5. Reliable, punctual staff team with high professional integrity
6. Can deliver GCSE/Functional Skills and ASDAN programs
7. Trained invigilators
8. Use nurturing techniques to deliver the curriculum, for example Boxall Profiles
9. A proven track record of supporting parents and carers as partners in helping the students to achieve, this is confirmed through verbal and written feedback.
10. To work closely with case holders to get the best outcomes for the students.

