

Alternative Education Provider - Organisation Profile

Provider Name	1 st Staff
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Summary of provision provided (please tick as appropriate)

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

Additional Provision Information

Staff provide a safe and inspirational learning environment for C&YP underpinned by our drive to support and improve pupils' engagement and inclusion whilst promoting choice and delivering best value for money. As an established alternative tuition provider, we provide specialist staff to work with Reception to Key Stage 5 pupils and also post 16 students who are at risk of exclusion, already been temporarily/permanently excluded, young offenders, those with emotional/behavioural difficulties, SEN, SEMH, serious health issues and those disengaged from education. We work collaboratively with a range of stakeholders to offer a diverse range of tailored provision that supports C&YP to achieve their desired outcomes.

Our proposal will deliver alternative provision (AP) with a clear purpose and focus on education and achievement as well as meeting pupil's needs through rigorous assessment of progress and will be aligned to Hertfordshire Councils local strategies, including SEN, Early Help, School Improvement, Culture of Belonging Programme and the School and Education Visions. AP will consist of Part-time alternative provision for pupils in national curriculum years Reception to post 16 who are at risk of exclusion.

We provide an ambitious AP offer, designed to give pupils the knowledge and cultural capital to succeed. Our curriculum lead, is responsible for ensuring that the curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. Primary pupils are taught using nurturing techniques and follow the national primary

curriculum. Provision is tailored to suit the pupil's capabilities, providing pupils with the opportunity to take appropriate qualifications to ensure pupils make excellent progress with opportunities to nurture, develop and stretch pupil's talents and interests, delivered through a blend of classroom and virtual e-learning.

Beyond the curriculum we ensure personal development is enhanced through the provision of a bespoke social emotional and wellbeing package.

Successful engagement with children and young people is achieved with our approach to inclusion to meet the desired outcomes, achievements, and progression. As part of our own internal assessment and to establish the most suitable approach in order to achieve the maximum engagement, we meet with all children / young people and their families/carers pre provision. This is extremely important in ensuring that a tailored approach is implemented for each individual, but it also allows us to identify key interests for which we are able to utilise in order to engage accordingly. By finding a common ground and interest, the way in which the provision is provided can be further tailored in a way which will ensure that the child/young person is actively participating throughout. This approach of identifying interests and personnel goals, combined with use of previous completed plans and reports obtained from partners, commissioning bodies, local authorities and any other organisations who have been involved in providing an element of support to the child/ young person allows us to create an approach which is both positive for the individual and also, structured in a way which will ensure that outcomes are met.

We can provide one to one, two to one and small group services – supporting children and young people from Reception through to Key Stage 2. This includes up to 15 hours a week provision. Usually this is split over 5 days, however we do provide other options to suit pupil needs.

We are also able to deliver the ARTs awards to pupils. ARTs Award is a set of unique arts qualifications that support young people to grow their skills as artists and creatives in any art form – from fashion to digital art, performing arts to design technology. ARTs Award is available at different levels, designed to suit all ages up to 25 years old.

As part of our early intervention programme our staff endeavour to ensure that pupils develop and maintain:

- Positive, consistent relationships with staff: where children and young people believe that adults in the school care about their learning and about them as a person. They feel accepted by and able to talk to staff.
- Respectful and nurturing environment: the service generates a sense of community (drawing together parents, children, school staff, outside agencies) and creating a respectful, tolerant, safe environment backed up by authentic concern for pupils and families.
- Feeling listened to: children and young people feel they can voice worries and that their voice matters about what happens. Feedback forms are issued to parents/carers and pupils able to comment on the service and tutor and these are read by area managers and discussed with head office to ensure information is shared and issues addressed.

Creating an environment in which children and young people feel they belong, feel valued and feel cared for is a whole-school responsibility driven by 1st Staff and senior school staff. It includes, for

example, leadership and policies, but also involves all members of staff using their relationships to build that sense of belonging through every interaction.

Positive relationships in the classroom/school that are built on trust, kindness, safety and security are an important tool for change, linked not only to better child wellbeing but also to better educational performance.

Evidence is sent on to the relevant local authority which includes the daily reports and children on our therapeutic course are assessed regularly and progress is displayed through graphs.

Some of the main issues we have experienced previously are tutors needing time off for sickness and contact issues due to covid, both have been overcome with virtual online sessions.

Our organisation follows the structure of a school with a head of service, curriculum lead, lead tutor and tutor. In each area we also have an account manager who is the point of contact between our team and the local authorities to simplify the customer service.

IXL and BKS B are used for initial assessments, showing progression and to determine areas which need to be improved and worked on to achieve the YPs target. 1stStaff are a registered exam centre with Pearson Education allowing us to facilitate GCSE's and Functional Skills.

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

1st Staff have over 5 years experience in tutoring children with SEND following a therapeutic approach. We adopted THRIVE as our model and employed THRIVE trained practitioners. We currently work with over 15 local authorities across the UK including Essex, Barking and Dagenham and Cambridshire. Most pupils we work with have already been permanently excluded from mainstream education and or are pupils with an EHCP.

Prior to working with any pupil, a plan is formulated by 1st Staff, that a true understanding of the outcomes and roles for which each party are accountable are fully understood. We will support the pupil's re-integration to mainstream school or a provision, through a review meeting and an agreed transition plan to slowly transition the pupil into the provision with an agreed plan.

We are bespoke in the way that we can accommodate any child/pupil with a support structure in place that is tailored towards their education, learning and otherwise life skill needs. 1st Staff ensures that all staff working with an individual learner have read and understood all documentation and data relevant to the placement offered which may include:

- SEN paperwork (Education Health and Care Plan or ECC's One Plan)
- LAC liaison and paperwork
- Safeguarding documentation
- Risk assessments
- Medical Information
- Academic levels and information
- Personal Learning Plan (PLP)
- Other relevant documents

To support the needs of pupils with special needs and/or disabilities (SEND), we will firstly ensure that we obtain as much information as required on the pupil's four categories of need. We will meet the pupil to assess their levels of communication and interaction, cognition, and learning, social, emotional and Mental Health and whether they have a physical and/or sensory disability that affects their learning. Once a full assessment has been undertaken, 1st Staff will meet with the SENCO from

the pupil's school and the parents to discuss the adjustments, interventions, and support to be put in place, as well as the expected impact on progress, development, or behaviour, along with a clear date for review. A range of methods are being used to determine what support, adjustments and interventions are to be used to meet pupils' and students' needs. These include:

- Scheduling regular planning meetings (involving class or subject teachers and support staff)
- Consulting the SENCO and/or specially trained SEN support staff
- Asking pupils and students and/or their parents
- Using school/college documentation outlining the SEND provision available for different types of condition
- Drawing on information from publicly available sources

An individual support plan is agreed with the pupil, parents/guardian and the school SENCO which briefly sets out what adjustments, approaches and interventions are to be used with each learner. They are a short summary about the learner which aims to capture key information, giving staff a basic understanding of the learner and their support needs. All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. The support and intervention provided are selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge.

As with previous contracts and services offered, we are able to utilise multiple tools in order to track, review and monitor our services and the outcomes – with the key to ensure that a) all pupils are on track to achieve their outcomes and b) the services provided still suitable to achieve the outcomes. This is done via the feedback received from those involved in the provision of the services, including most importantly – pupils and their careers/families. By welcoming monthly feedback, we can identify whether the services are still fit for purpose or whether a change needs to be made to the provision offered. We also use feedback to improve on our services offered.

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

1. 6 years experience of providing one to one and small group tuition to SEND pupils
2. Accredited exam centre able to provide Functional Skills and GCSE as well as Arts Awards
3. Combined mental wellbeing with education services
4. THRIVE trained practitioners as well as therapists available
5. Key Stage 1 to Key Stage 5
6. Tuition, Mentoring and sports coaching available

Provider Outcomes – please list the main outcomes

1. Reengagement
2. Reintegration
3. Attaining qualifications
4. Employment or college ready
5. Regulate Emotions
6. Understanding of SEN

Other Information

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| Registered as a school? (please provide URN) | |
| Which regulatory body are you registered with? (e.g. OfSTED, ISI, CQC etc.) | |
| What was your last inspection rating? | |
| Free School Meals Catered for? | |

