

Worcestershire Non-School Alternative Provision Quality Assurance Framework

This framework is available to all schools and settings within the Local Authority to use as the basis for quality assurance of any non-school Alternative Provision commissioned. This framework measures an AP's compliance with the DfE's [Non-school alternative provision: voluntary national standards - GOV.UK](#) (August 2025). It should be read alongside [Arranging Alternative Provision - guide for LAs and schools](#), which explains the powers and duties that apply in relation to alternative provision and sets out the statutory guidance to which the parties specified must have regard. In particular, *'the commissioner remains ultimately responsible for the provision they put in place and should always conduct their own due diligence to assess whether the provision is suitable for meeting the child's individual needs.'*

A directory of Worcestershire's Alternative Provision providers is publicly available at [SEND and Alternative Provision Directories | Worcestershire County Council](#). There is an expectation that, to be included within the directory, AP providers sign up to the QA process as described in this document.

There are four themes to this QA framework, all of which are to be self-assessed by the AP provider and also assessed by the commissioner, as below:

- *For any providers on the Local Authority AP directory*, the QA process will be undertaken by the Local Authority. The 'on roll' school/setting for any pupil accessing non-school AP on the directory is expected to:
 - obtain and review a copy of this document for any specific AP that pupil is accessing
 - also assess the quality of that AP against these standards, referring to the completed document
- *If a school/setting chooses to commission an AP which is not on the Local Authority directory*, the school/setting is expected to assess the quality of that AP using this framework.

This framework mirrors [Non-school alternative provision: voluntary national standards - GOV.UK](#), arranged into the four themes below and provides further guidance and resources to support in meeting these standards:

1. Safeguarding and the Welfare of Children
2. Health and Safety
3. Admissions, Support and Guidance
4. Quality of Education




'The first theme sets out fundamental child safeguarding principles and the second is based around the general health and safety requirements expected of any organisation delivering services to children and supervising them on their premises... Themes 3 and 4 will help to ensure that all children in non-school alternative provision are receiving a good education and the high-quality support that is appropriate for their needs. Providers meeting the standards in all four themes will help to provide assurance to commissioners that they have created a safe environment which allows children to thrive and achieve positive outcomes.'

'Non-school alternative providers should produce policies that demonstrate how they will comply with the standards... They should be made accessible to local authority representatives administering quality assurance frameworks, commissioners, parents and the wider public at all times. If providers do not have a website, the policies will need to be made available on request by other means.' ([Non-school alternative provision: voluntary national standards](#))

This QA framework is to be completed at least annually. *Pupil update reports* will also be required by commissioners, to review each pupil's individual progress at any AP, to be completed at least half-termly.

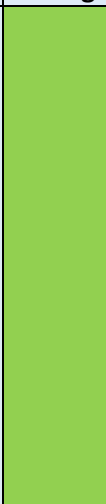
Framework

QA Ratings

	RED – Requirement not met or significant deficiencies; urgent improvement needed.
	AMBER – Requirement partially met; processes to be enhanced or embedded.
	GREEN – Requirement fully met.

Name of Provider:	Pathways – Chadsgrove School		
Provider Manager:	Sheila Holden/ Bev Cockbill	Date of completion:	1 May 2026
QA Lead from LA / School:	TBC	Date of completion:	

Student Profile	
Total children currently accessing the provision at any time	44
Number of children with full time provision and an EHCP	0
Number of children with full time provision and are a Child Looked After by the LA	0

Theme 1 – Safeguarding and the Welfare of Children						
	Standard	Evidence	Provider Self-Evaluation		LA / School Evaluation	
			Rating	Comment	Rating	Comment
1.1	All staff, including proprietors and volunteers, should undergo recruitment checks including an enhanced Disclosure and Barring Service (DBS) with barred list check where appropriate. Checks should be recorded on a single central record and persons who fail	Pre-employment checks (SCR) to include: <ul style="list-style-type: none"> • Verify identity • Mental and Physical fitness. • Verify qualifications. • Right to work in UK • Not subject to section 128 direction • Not subject to section 128 direction by the Secretary of State Individuals prohibited 		All information is recorded on the Single Central Record at Chadsgrove School. Last Ofsted inspection April 2025 – Outstanding.		

	to meet those checks should not be employed.	<p>from managing or governing schools - GOV.UK</p> <ul style="list-style-type: none"> • Not working in contravention of a teaching prohibition order (or an interim prohibition order or a direction made under section 142 of the Education Act 2002). • Enhanced DBS with barred list check • Proprietors and volunteers as well as all staff to be included. 				
1.2	Appropriate policies and procedures are in place to safeguard and promote the welfare of all children attending the provision.	<ul style="list-style-type: none"> • Child Protection Policy. • Student Behaviour Policy (to include bullying). • Staff Behaviour Policy. • <i>Educational Visits Policy (effective and safe planning and operation of school trips).</i> • Data Protection procedures; (also see ICO guidance and DfE guidance) 		All policies are accessible on the school website https://www.chadsgroveschool.org.uk/web/policies/189312		

		<ul style="list-style-type: none"> For additional Guidance: Keeping Children Safe in Education Working Together to Safeguard Children 				
1.3	Robust procedures are in place outlining how to respond when a safeguarding or welfare concern arises.	<ul style="list-style-type: none"> Clear referral pathways for staff. Evidence of liaison with commissioning schools over referrals. Pastoral Support for at risk young people. Early Help Assessments and referrals. Referrals to statutory services. Written safeguarding records. Records held securely. 		<p>1 x fully trained DSL 2 x fully trained Deputy DSL's All safeguarding concerns recorded on CPOMS and regularly reviewed by safeguarding lead</p>		
1.4	All staff should be familiar with the provider's arrangements to safeguard and promote the welfare of children.	<ul style="list-style-type: none"> <i>Staff induction training arrangements.</i> Staff knowledge of policies. Staff knowledge of referral processes. Staff child protection training, <i>including details.</i> 		<p>All staff have annual CP refresher training. Last training completed 01.09.25.</p>		

		<ul style="list-style-type: none"> Proportionate, risk-based approach to the level of information provided to temporary staff, volunteers and contractors. 				
1.5	Providers should have a named child safeguarding lead who has received appropriate, documented training.	<p>Named Safeguarding Lead (DSL) who:</p> <ul style="list-style-type: none"> Liaises with commissioning schools. Ensures appropriate safeguarding risk assessments are in place. Records incidents or concerns. Appropriate referrals for concerns. Refers to LADO where appropriate. Investigates safeguarding complaints. Supports staff and their training. Undertakes Prevent training Has appropriate safeguarding training. <p>Named deputy safeguarding lead, with the same training as the</p>		<p>Sheila Holden – DSL – training completed 08.10.25 Bev Cockbill – DDSL – training completed June 2025 Sarah Budrey – DDSL – training completed 17.04.26</p>		

		primary safeguarding lead, is also advisable.				
1.6	Site access should be restricted to children receiving provision, the provider's own staff, and supervised visitors.	<p>Access to all sites should be restricted, to include:</p> <ul style="list-style-type: none"> • controlled access to the site(s). • sign in procedures. • supervision of children at arrival, departure, and social times. • visitors' procedures. • contractors have appropriate checks and/or supervision. • shared site arrangements if appropriate. <p>Where activity takes place in a non-secure environment, relevant risk assessments are in place which consider the needs of individual children, and any local factors relating to the location of the provision. Except in circumstances where privacy is needed, children should be supervised by a member of staff who has passed all recruitment checks.</p>		<p>Risk Assessments are in place for the following areas:</p> <ul style="list-style-type: none"> • Oak Farm • Individual students • Farm field walks • Off site visits • Animals • Orchard • Bike riding • Science specific • DT specific • Water RA • Fire RA <p>All risk assessments are reviewed on an annual basis.</p>		

Recommendations / Next Steps:

As we have recently moved to our new site (September 2025) we do not typically receive external visitors.

We currently do not need to have signing in procedures as we do not have visitors to site however, this is something that we will introduce in the new academic year.

Theme 2 – Health and Safety						
	Standard	Evidence	Self-Evaluation		LA / School Evaluation	
			Rating	Comment	Rating	Comment
2.1	An appropriate health and safety policy is in place and implemented effectively.	<p>Providers must comply with all relevant health and safety legal obligations.</p> <p>H&S Policy to include:</p> <ul style="list-style-type: none"> • Statement of policy (see also DfE Guidance; HSE education guidance and HSE Industry guidance) • Summary of staff with delegated H&S responsibilities. • Arrangements for risk assessments including: <ul style="list-style-type: none"> ○ environmental/site ○ specialist equipment • Assessments related to individual children with additional needs, lone working arrangements, and individual activities that are carried out by children. • Support for children with medical conditions (including medicines). 		All policies are accessible on the school website https://www.chadsgroveschool.org.uk/web/policies/189312		

		<ul style="list-style-type: none"> • Practical Control measures to reduce risk • Recording and reporting injuries or accidents. • Process for establishing, monitoring and reviewing policies and procedures. 				
2.2	First aid equipment and/or facilities are readily available and there are arrangements for access to a qualified first aider.	<p>Providers should have:</p> <ul style="list-style-type: none"> • A designated, qualified first aider. • A suitable first aid container • Information from staff detailing equipment, facilities and personnel. • For additional guidance: HSE First Aid at Work DfE First Aid in Schools 		All staff adhere to Chadsgrove School's First Aid Policy: https://www.chadsgroveschool.org.uk/web/policies/189312 There are two first aid kits available at Oak Farm (one in the Granary and one in Harry's Barn). There are 8 x First Aiders at Pathways.		
2.3	A system should be in place and in use for recording and reporting health and safety and first aid incidents.	<ul style="list-style-type: none"> • Evidence of RiDDOR recording and reporting • Written record of all incidents • Minor incidents should be reported to commissioners and parents - significant or major incidents or emergencies should also be reported to HSE. • Evidence of updated risk assessments with learning from incidents. 		At Pathways (Oak Farm site) First Aid is provided by a suitably qualified First Aider and logged in the accident book which is then reviewed by a senior member of staff, and then scanned and saved as a PDF in the CYP's electronic folder on Sharepoint.		
2.4	All specialist equipment used by the provider should	<ul style="list-style-type: none"> • Specialist equipment is safe for children to use 	N/A	There is no specialist equipment at Oak Farm that warrants H&S inspection checks.		

	have undergone relevant inspection and safety checks consistent with industry standards.	<p>with regular inspections in line with risk assessments</p> <ul style="list-style-type: none"> Staff are competent with appropriate qualifications, skills or training 				
2.5	Staff should hold appropriate qualifications and be suitably trained in the use of specialised equipment.	<ul style="list-style-type: none"> Staff should possess appropriate qualifications, training, and experience in operating any specialist equipment. 	N/A	As above.		
2.6	An appropriate fire safety policy should be in place.	<p>Providers should:</p> <ul style="list-style-type: none"> ensure procedures are in place to reduce the likelihood of fire. maintain fire detection and alarm systems. ensure that staff and children are familiar with the emergency evacuation procedures. <p>If the provision is taking place in a public place (e.g. library or council office) a fire safety management policy and evacuation plan is in place for this location.</p> <p>In addition, providers must:</p> <ul style="list-style-type: none"> undertake a fire risk assessment. consider the needs of all individuals who may be at risk. 		<p>At Oak Farm the fire risk assessment is completed by Fire and Risk Management Services – last completed 15.09.25. https://fireandriskmanagementserviceslimited.co.uk/</p> <p>Fire drills (evacuation, invacuation and lockdown) are carried out at Oak Farm on an annual basis and the outcomes logged.</p>		

	<ul style="list-style-type: none"> • reduce the risk of fire as much as is reasonably possible. • provide general fire precautions to mitigate against any possible risks. • take further measures to make sure there is adequate protection when using or storing flammable or explosive materials. • create an evacuation plan, tailored to the premises, to respond to any emergencies (including clearly marked escape routes and exits, and a safe meeting point). • ensure that all fire-risk assessment findings are recorded and retained. 				
Recommendations / Next Steps: None					

Theme 3 – Admissions, Support and Guidance						
	Standard	Evidence	Self-Evaluation		LA / School Evaluation	
			Rating	Comment	Rating	Comment
3.1	Admissions policies and referral processes should be clearly documented and well supported.	<ul style="list-style-type: none"> • Fair, clear and transparent admissions policies and referral processes; including an overview of the provision, its aims 		Admissions policy in place for Pathways – annually reviewed by Governors – last review date: 06.11.25. All referral documentation is saved electronically on Sharepoint in student folders.		

		<p>and objectives, examples of the education provision or support being offered.</p> <ul style="list-style-type: none"> • Parents and commissioners should be provided with a named contact in the setting to support the admissions process. • Provider must not discriminate on the grounds of disability or other criteria such as race, religion, or gender. Admissions policies must consider reasonable adjustments for children with disabilities. 			
3.2	Providers should maintain records, including information supplied by commissioners, for all children placed in their settings.	Providers should work with commissioners to ensure that both parties have access to key relevant information to help understand and meet children’s needs. Providers evidence confidential pupil files which include:		<p>Pathways referral documentation is robust and comprehensive and includes all of the information highlighted in the ‘evidence column’ on the left-hand side of this table.</p> <p>Information that is received via the DPS system has key contact information however, typically, there is limited information available about attendance, academic attainment, exclusion history or safeguarding information included.</p> <p>Sometime difficulties arise when contact is made with the parent/ carer to advise them that Pathways has been selected and the parent/ carer has not been notified.</p>	

		<ul style="list-style-type: none"> • emergency contact details. • previous school admissions and attendance history. • academic performance reports. • Personal Education Plans, EHC plans, individual healthcare plans, or other learning plans. • records of additional health needs. • any records relating to exclusions, including behaviour reports and risk assessments. • any information pertinent to child safeguarding. 				
3.3	Providers should have an induction process to help children to understand the intended outcomes of their placements and their setting's safeguarding and health and safety policies.	<p>Children feel welcome and supported when starting their placements. Induction process, in a written integration or induction policy, and shared with children. Setting staff should conduct and produce:</p> <ul style="list-style-type: none"> • baseline evaluations, including those to 		<p>Formal weekly reviews are completed by specialist teachers to report progress to stakeholders. Transition strategies are heavily supported between Stages of Pathways. The Engagement Model is used to baseline in order to target set and create learning plans. Stage 1 specialist teachers work with families to foster a strong relationship to target set and plan transition/ next steps.</p>		

		<p>understand children's individual needs.</p> <ul style="list-style-type: none"> • individual learning plans including timetables, together with attendance and behaviour expectations. • a risk assessment if the information from placement commissioners identifies significant safeguarding concerns. <p>Providers should ensure that commissioners and parents/ carers also receive information about the induction process and the child's educational offer so they can support children's learning.</p>			
3.4	<p>Providers should record children's attendance for each session and share information promptly with commissioners. Processes should be in place for checking on the health and welfare of absent children, and to agree strategies to improve attendance.</p>	<ul style="list-style-type: none"> • Providers should record attendance or absence and report to commissioners within 30 minutes of the start of the session. • Absences should be followed up urgently to ascertain the 		<p>Electronic registers are in place that are monitored by SLT on a weekly basis. Attendance is reported to all stakeholders as part of the weekly report. Host schools are notified daily of attendance. Attendance concerns are explored on a weekly basis as part of the ITAC meeting where all specialist staff are present.</p>	

		<p>reason, identify whether the absence is approved or not and where necessary ensure proper safeguarding action is taken. Providers should have agreements in place with commissioners to decide who is best placed to take forward any actions</p> <ul style="list-style-type: none"> • Providers should also collaborate with the commissioner, the child and their parents/carers to ensure that any provider-level barriers to non-attendance are addressed. 				
3.5	<p>All providers should have a strategy to support good behaviour for learning, to record children’s behaviour and progress, and to share information about behaviour routinely with commissioners and parents.</p>	<ul style="list-style-type: none"> • Staff consistently apply the behaviour policy (see 1.2). • All learners are supported to meet behaviour expectations, with reasonable adjustments and adaptations for children with specific needs. 		<p>All policies are accessible on the school website https://www.chadsgroveschool.org.uk/web/policies/189312</p>		

		<ul style="list-style-type: none"> • Staff receive regular training to build positive relationships and manage children’s behaviour, including de-escalation. • Maintain up to date records of children’s behaviour. • Significant behaviour incidents should be reported to commissioners and parents/ carers promptly. 				
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Recommendations / Next Steps:
 At point of next review (November 2026) the admissions policy for Pathways should be updated to include information about the DPS. DPS system to improve quality of information sent to providers about attendance, academic attainment, exclusion history or safeguarding information included. Once Pathways has been named as the chosen provider for a student via the DPS it would be helpful if the ECO could inform the parent/ carer/ school before the provider makes contact.

Theme 4 – Quality of Education						
	Standard	Evidence	Self-Evaluation		LA / School Evaluation	
			Rating	Comment	Rating	Comment
4.1	Teaching staff and instructors should have the appropriate skills, knowledge and qualifications to deliver programmes.	<ul style="list-style-type: none"> • Providers should ensure that teaching staff and instructors should have a good understanding, skills and knowledge of the subject(s) they are delivering. 		All specialist teachers hold QTS as well as further higher-level qualifications for SEND such as Psychology, EBSA, Therapeutic Counselling, CBT, Psychodynamic, Transactional Analysis, Autism Spectrum Conditions.		

		<ul style="list-style-type: none"> • <i>Outline how the continued professional development of staff is supported.</i> 		CPD is supported at Pathways via a rolling programme of statutory core training as well as optional courses that are relevant to specialist staff such as anxiety and attachment and TEACCH.		
4.2	Planning for learning shows lesson/ session plans identify the knowledge, skills and understanding that all children attending their settings will aim to achieve.	<p>Curriculum documentation covering the following areas:</p> <ul style="list-style-type: none"> • the setting's overall approach to its curriculum (i.e. the programmes it delivers). • proposals for how that written policy on curriculum will be implemented ('plans'). • detailed specifications of what programmes are delivered to children ('schemes of work') and how this should be shared with schools. • intended outcomes of the curriculum, e.g. external qualifications, regulation strategies. <p>Curriculum should be relevant to the age, aptitude and individual needs of all children. Providers should be aware of any adaptations or additional needs when planning the curriculum and the sequence of learning.</p>		<p>Curriculum policy in place – last review date 06.11.25.</p> <p>Specialist teacher lesson plans available on Sharepoint that is reviewed by SLT.</p> <p>Weekly reporting highlights the objectives and outcomes for individual students.</p> <p>AQA unit awards are offered for students at Pathways – centre number 84671.</p> <p>NCFE External Quality Assurance Annual Monitoring Report last completed January 2026.</p>		

		Where providers offer qualifications or other accreditations they should provide commissioners with details of compliance with awarding bodies in terms of staff training, record keeping or exams.				
4.3	There is a clear process for setting targets and monitoring learning progress, supporting re-integration and transition where appropriate, and for taking actions if progress is not on track.	<ul style="list-style-type: none"> Record & assess individual learning performance to track progress against planned learning outcomes and targets. Assessments of progress shared regularly with commissioners and parents/carers. Any potential under performance raised with commissioner and reviews in place where needed. 		Weekly Feedback and Targets at Stage 1 are assessed using the AET Progression Framework. Specialist teachers also use the 5 Areas of the Engagement Model when recording observations and tracking progress.		
4.4	Providers should have processes in place to self-evaluate whether they are effective in delivering the commissioned services.	<p>Providers demonstrate their commitment to best practice through the following:</p> <ul style="list-style-type: none"> internal improvement and development plans. self-assessment of staff and child progress. child, parent/carer, commissioner feedback, including satisfaction surveys. up to date audit reports and annual accounts. 		<p>Positive next destinations are tracked for all Pathways students. Transitions are well supported to ensure success at next destination.</p> <p>SEND Services for <i>your</i> School development plan is in place for 2025-26.</p> <p>Stakeholder surveys are regularly conducted and results recorded and any actions taken as appropriate.</p>		

		<ul style="list-style-type: none"> actions taken in response to quality assurance. 			
<p>Recommendations / Next Steps:</p> <p>Further enhance staff competence when tracking outcomes against the AET framework.</p> <p>Introduce a systematic method for tracking progress linked directly to AET targets that provides formative evidence to justify progress steps.</p> <p>Refine the use of The Engagement Model to ensure the information recorded within each of the five areas directly reflects the specific targets set for the student. Develop a system that allows each target to have its own separate set of '5 Areas', rather than using one generic set across all targets. This will ensure that evidence gathered is meaningful, target specific, and aligned with the intended learning outcomes.</p> <p>Ensure greater consistency of scoring to allow real-time immediate progress to be shown and facilitate internal moderation.</p>					