



QUALITY ASSURANCE POLICY

2025-2026

Reviewed: April 2025
Next Review due: April 2026
Approved by the Senior Leadership Team



Table of Contents

1. Introduction.....	2
2. Aims	2
3. Scope.....	3
4. Principles.....	3
5. Roles and Responsibilities.....	3
6. Quality Assurance Framework	4
7. Quality Assurance Processes	6
8. Supporting SEN/SEMH and Trauma-Affected Learners.....	7
9. Collaboration with Stakeholders	7
10. Monitoring and Review	7
11. Consequences of Non-Compliance.....	8
12. Legal Framework.....	8
13. Contact.....	8
14. Related Policies.....	8

1. Introduction

Bespoke Mentoring and Training Services Limited ("the Organisation") is an alternative provision dedicated to providing high-quality mentoring and tuition to children and young adults aged 6-25 with special educational needs (SEN) and social, emotional, and mental health (SEMH) needs, including those with experiences of trauma. This Quality Assurance Policy ensures that our services are consistently effective, inclusive, and responsive to learners' needs, fostering academic progress, emotional well-being, and personal development.

This policy complies with the Children and Families Act 2014, the Special Educational Needs and Disability (SEND) Code of Practice 2015, the Equality Act 2010, and Department for Education (DfE) guidance, including *Keeping Children Safe in Education* (2024). It applies to all aspects of our provision, including on-site mentoring, tuition, off-site activities (e.g., work placements, educational trips), and online learning, delivered in shared or leased facilities.

2. Aims

- To deliver high-quality, individualised mentoring and tuition that meets the diverse needs of SEN/SEMH learners.
- To ensure consistent standards across all services, promoting academic achievement, emotional resilience, and social inclusion.
- To monitor and evaluate provision effectiveness, using data and feedback to drive continuous improvement.
- To support learners with trauma through trauma-informed practices and safe, nurturing environments.
- To comply with legal, regulatory, and safeguarding requirements, ensuring accountability and transparency.
- To engage learners, parents/carers, staff, and external partners in quality assurance processes.

3. Scope

This policy covers:

- All mentoring and tuition services for learners aged 6-25 with SEN/SEMH, including those with Education, Health, and Care Plans (EHCPs) or trauma-related needs.
- Quality assurance processes for curriculum design, delivery, assessment, and learner support.
- Monitoring of staff performance, training, and professional development.
- Activities in shared facilities, off-site settings, and online environments.
- Collaboration with parents/carers, referring schools, local authorities, and external agencies (e.g., CAMHS, educational psychologists).
- Compliance with Ofsted, DfE, and local authority standards for alternative provisions.

4. Principles

- **Learner-Centered:** Services prioritize individual learner needs, strengths, and aspirations, per EHCPs.
- **Inclusion:** All learners access equitable, accessible opportunities, with reasonable adjustments per the Equality Act 2010.
- **Excellence:** High standards are maintained through rigorous monitoring and evaluation.
- **Trauma-Informed:** Provision reflects sensitivity to trauma, using safe, predictable, and supportive approaches.
- **Transparency:** Quality assurance processes are open, with clear reporting and stakeholder involvement.
- **Continuous Improvement:** Feedback and data drive enhancements to services and outcomes.

5. Roles and Responsibilities

- **Senior Leadership Team:**
 - Oversees policy implementation, sets quality standards, and ensures compliance with legislation.
 - Reviews quality assurance reports and approves improvement plans.
- **Quality Assurance Coordinator:** A named staff member contact laura.davis@bespokementoring.org manages quality assurance processes, including:
 - Coordinating monitoring, evaluations, and audits.
 - Analysing data and feedback to identify improvement areas.
 - Supporting staff training and development.
- **Special Educational Needs Coordinator (SENCO):**
 - Ensures provision aligns with EHCPs and SEN/SEMH needs, including trauma-informed practices.
 - Contributes to quality reviews of learner support.
- **Designated Safeguarding Lead (DSL):**
 - Ensures safeguarding standards are met within quality assurance processes.
 - Addresses quality issues with safeguarding implications (e.g., learner distress).

- **Mentors and Tutors:**
 - Deliver high-quality, individualized services, adhering to curriculum and EHCP requirements.
 - Participate in observations, training, and feedback processes.
- **Learners:**
 - Engage in learning and provide feedback on provision, using SEN/SEMH-accessible methods.
- **Parents/Carers:**
 - Collaborate on EHCPs, share feedback, and support learner progress.
- **External Partners:**
 - Provide input on provision quality (e.g., local authority reviews, Ofsted inspections).
 - Support multi-agency collaboration for learner outcomes.

6. Quality Assurance Framework

The Organisation's quality assurance framework ensures consistent, high-quality provision through the following components:

6.1 Curriculum and Delivery

- **Design:** The curriculum is broad, balanced, and tailored to SEN/SEMH needs, covering academic (e.g., literacy, numeracy), vocational (e.g., employability skills), and life skills (e.g., emotional regulation). It incorporates trauma-informed principles (e.g., predictability, choice).
- **Delivery:** Mentors and tutors use differentiated, SEN-accessible methods (e.g., visual aids, sensory breaks), with clear learning objectives aligned to EHCPs.
- **Monitoring:**
 - Termly curriculum reviews ensure relevance and inclusivity.
 - Weekly lesson observations by the Quality Assurance Coordinator or SENCO assess engagement, differentiation, and trauma sensitivity.
 - Learner progress is tracked against EHCP targets, using individualized assessments (e.g., visual progress charts).

6.2 Learner Outcomes

- **Assessment:**
 - Baseline assessments on entry (e.g., literacy, SEMH screeners) inform tailored provision.
 - Ongoing assessments (e.g., termly reviews, mentor notes) measure academic, social, and emotional progress.
 - Assessments are SEN/SEMH-appropriate (e.g., verbal feedback, simplified formats).
- **Tracking:**
 - Data on attendance, attainment, and behaviour is analysed termly to identify trends (e.g., SEMH barriers, trauma triggers).
 - Outcomes are benchmarked against national SEND standards where applicable.
- **Intervention:**
 - Underperformance triggers targeted support (e.g., 1:1 mentoring, counselling), reviewed within 4 weeks.

- Successes are celebrated with SEN-accessible rewards (e.g., certificates, verbal praise).

6.3 Staff Performance and Training

- **Performance:**
 - Staff undergo annual appraisals, with termly performance reviews linked to learner outcomes.
 - Observations assess teaching quality, SEN/SEMH support, and trauma-informed practices (e.g., de-escalation, empathy).
 - Peer reviews and mentor shadowing promote best practice sharing.
- **Training:**
 - Mandatory annual training on SEN/SEMH, trauma-informed care, safeguarding, and equality.
 - New staff complete induction within their first week, covering quality standards.
 - Ongoing professional development (e.g., autism awareness, Team Teach) addresses identified gaps.
- **Support:**
 - Regular supervision and well-being check-ins address staff stress, particularly for trauma-related work.
 - Access to employee assistance programs for mental health support.

6.4 Safeguarding and Well-Being

- **Safeguarding:**
 - Quality assurance includes termly audits of safeguarding practices, per the Safeguarding Policy.
 - Incidents (e.g., bullying, distress) are reviewed to ensure timely, trauma-sensitive responses.
 - DSL ensures staff compliance with *Keeping Children Safe in Education* (2024).
- **Well-Being:**
 - Learner well-being is monitored via SEMH tools (e.g., Strengths and Difficulties Questionnaire) and mentor observations.
 - Safe spaces, sensory rooms, and counselling support trauma-affected learners.
 - Staff well-being is prioritized to maintain quality delivery.

6.5 Stakeholder Engagement

- **Learners:** Provide feedback via SEN-accessible methods (e.g., visual surveys, learner councils).
- **Parents/Carers:** Engaged through termly EHCP reviews, surveys, and workshops, with accessible communication (e.g., simplified letters).
- **Staff:** Contribute via termly feedback sessions and quality improvement forums.
- **External Partners:** Local authorities, referring schools, and Ofsted provide input during inspections or reviews.

6.6 Facilities and Resources

- **Environment:** Shared facilities are audited termly for accessibility (e.g., ramps, sensory-friendly spaces) and safety, per the Health and Safety Policy.
- **Resources:** Learning materials are SEN/SEMH-appropriate (e.g., large print, digital tools), reviewed annually for effectiveness.
- **External Coordination:** Agreements with facility management ensure quality standards (e.g., clean, safe spaces).

7. Quality Assurance Processes

7.1 Monitoring

- **Lesson Observations:** Conducted termly, using a standardized checklist for SEN/SEMH delivery, with feedback within 48 hours.
- **Learner Progress Reviews:** Termly meetings with mentors, SENCO, and parents/carers to evaluate EHCP outcomes.
- **Data Analysis:** Termly reports on attendance, attainment, and SEMH indicators, identifying gaps (e.g., low engagement due to trauma).
- **Safeguarding Audits:** Termly checks of incident logs, staff training, and learner safety measures.
- **Staff Performance:** Ongoing monitoring via appraisals, observations, and learner feedback.

7.2 Evaluation

- **Self-Assessment:** Annual self-assessment report benchmarks provision against Ofsted's Education Inspection Framework and SEND standards.
- **External Reviews:** Feedback from local authority audits, Ofsted inspections, or independent consultants informs evaluations.
- **Stakeholder Feedback:** Termly surveys and focus groups (learners, parents/carers, staff) assess satisfaction and impact.
- **Trauma Focus:** Evaluations consider trauma-informed practice effectiveness (e.g., learner trust, emotional regulation).

7.3 Improvement Planning

- **Action Plans:** Developed termly based on monitoring and evaluation findings, with SMART objectives (Specific, Measurable, Achievable, Relevant, Time-bound).
- **Implementation:** Coordinated by the Quality Assurance Coordinator, with staff training and resource allocation.
- **Review:** Progress tracked termly, with updates to the Senior Leadership Team.

7.4 Reporting

- **Internal:** Termly quality reports to the Senior Leadership Team, summarizing outcomes, feedback, and actions.
- **External:** Annual quality assurance summary published on the Organisation's website, per DfE transparency requirements.

- **Parents/Carers:** Termly progress reports, with SEN-accessible formats (e.g., visual summaries).

8. Supporting SEN/SEMH and Trauma-Affected Learners

- **Individualized Provision:**
 - EHCPs and SEN support plans guide tailored mentoring and tuition, addressing academic, social, and emotional needs.
 - Trauma-informed strategies (e.g., predictable routines, safe spaces) support learners with trauma histories.
- **Accessibility:**
 - Curriculum and assessments use SEN-friendly formats (e.g., visual aids, simplified language).
 - Facilities and resources meet sensory and mobility needs (e.g., quiet rooms, adaptive technology).
- **Emotional Support:**
 - Regular SEMH interventions (e.g., counselling, mindfulness) address trauma and anxiety.
 - Mentors trained in de-escalation and empathy foster trust and safety.
- **Monitoring:**
 - Learner engagement and well-being are tracked weekly, with adjustments for trauma triggers (e.g., sensory overload, emotional distress).
 - Quality assurance prioritizes trauma-sensitive outcomes (e.g., learner confidence, peer relationships).

9. Collaboration with Stakeholders

We work with:

- **Learners:** Through councils and SEN-accessible feedback to co-design provision.
- **Parents/Carers:** Via EHCP reviews, surveys, and workshops to ensure quality meets learner needs.
- **Staff:** Through training, feedback, and quality forums to maintain high standards.
- **External Partners:** Local authorities, CAMHS, and SEN charities (e.g., NAS, Mind) for quality input and multi-agency support.
- **Referring Schools:** To align on learner needs and share progress data.
- **Ofsted/Local Authorities:** To meet inspection and compliance standards.

10. Monitoring and Review

- **Data Collection:**
 - Termly data on learner outcomes, attendance, and SEMH progress.
 - Annual staff performance and training records.
- **Audits:**
 - Termly audits of curriculum, safeguarding, and facilities, with external validation annually.
- **Feedback:**
 - Collected termly from stakeholders, using SEN-accessible methods (e.g., visual surveys, verbal input).
- **Policy Review:**

- Every year or following significant changes (e.g., new legislation, Ofsted findings).
 - Led by the Quality Assurance Coordinator, with Senior Leadership Team approval.
- **Reporting:**
 - Termly quality reports to the Senior Leadership Team.
 - Annual summary shared with stakeholders and published online.

11. Consequences of Non-Compliance

- **Staff:** Failure to meet quality standards results in performance management or disciplinary action, per the Staff Discipline, Conduct, and Grievance Policy.
- **Organisation:** Non-compliance risks Ofsted sanctions, reputational damage, or reduced learner outcomes.
- **Learners:** Quality issues impacting progress are addressed via EHCP reviews and targeted interventions.

12. Legal Framework

This policy complies with:

- **Children and Families Act 2014:** Requirements for SEN provision and EHCPs.
- **SEND Code of Practice 2015:** Guidance on quality SEND support.
- **Equality Act 2010:** Non-discrimination and reasonable adjustments.
- **Data Protection Act 2018/UK GDPR:** Secure handling of quality data.
- **Education Act 1996:** Duty to provide high-quality education.
- **DfE Guidance:** *Keeping Children Safe in Education* (2024), *Alternative Provision Statutory Guidance* (2013).

13. Contact

For quality assurance concerns, feedback, or support:

Quality Assurance Coordinator

Email: laura.davis@bespokementoring.org

Address: Bespoke Mentoring and Training Services Limited, Regent Arcade, Newerne street, Lydney, Gloucester, GL15 5RA.

Safeguarding concerns should be reported to:

Designated Safeguarding Lead

Email: jacqui.reddan@bespokementoring.org

External escalation options:

- **Ofsted:** www.gov.uk/government/organisations/ofsted, 0300 123 1231
- **Local Authority SEND Team:** Contact details provided by the SENCO
- **SENDIASS:** www.sendiass.org.uk, for independent advice

14. Related Policies

- SEN Policy
- Safeguarding Policy

- Data Protection Policy
- Equal Opportunities and Diversity Policy
- Health and Safety Policy
- Concerns and Complaints Policy
- Staff Discipline, Conduct, and Grievance Policy

Approval

The Senior Leadership Team approved this policy on April 28, 2025, and it is effective immediately.

