



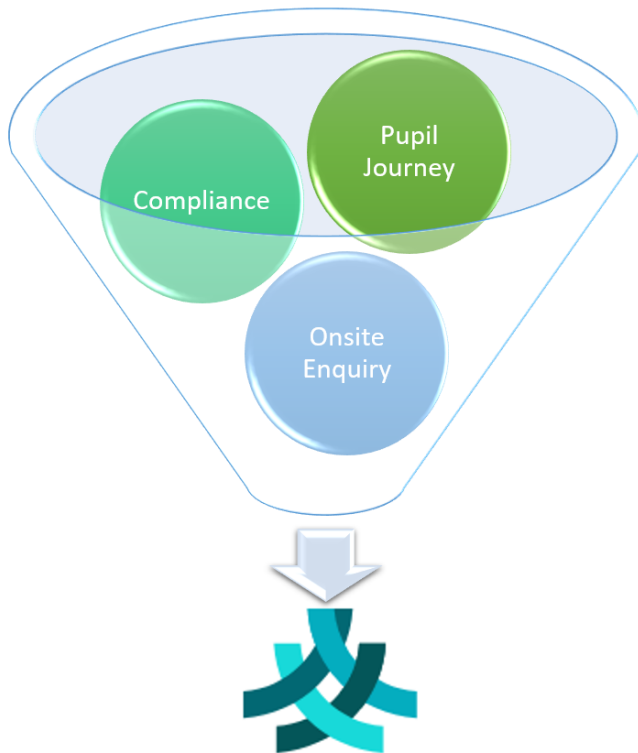
Alternative Provision Quality Assurance Process

Unity Academy educated over 120 pupils offering bespoke curriculums via approx. 22 alternative providers, therefore it is essential the academy has a robust quality assurance process in place. This guidance provides an overview of how the academy aims to ensure the learners receive a high-quality education that is considerate of needs and background.

It must be noted that Unity Academy only uses alternative provisions that are on Nottingham City's AP-approved directory, which are subject to an ongoing, rigorous quality assurance process completed by the local authority. As Unity Academy is the main commissioner for the LA, Academy/Trust leaders receive copies of all quality assurance activities completed by the LA, including any noted concerns and actions, which in term feed into aspects of the academy's QA process.

Unity Academy's QA process is established on three main areas of focus; compliance, pupil journey and onsite enquiry, and aims to complement the one already in place by Nottingham City. This triangulated approach allows the academy to offer appropriate levels of support and challenge. Within each focus area, there are a number of components that take place each academic year, and when each component takes place can vary based on the enquiry foci, which itself is informed by the QA cycle.

Safeguarding is the academy's number one priority.



Compliance:

Safeguarding culture – each provider is responsible for their own safeguarding arrangements; however, the academy is focused on ensuring each provider has an effective safeguarding culture.

This includes:

- Safer Recruitment compliance including SCR checks
- Quality assurance of safeguarding referrals, including overview of timely response
- Site visits eg visitor protocols and site checks
- Pupil voice
- PSHE curriculum plans including scrutiny of assembly themes/ personal development activities

Safeguarding monitoring checks for education providers (Appendix 1).

The LA completes annual health and safety compliance checks, with all outcomes, and actions fed back to the academy. All our providers must achieve the minimum standards set by the LA. However, the academy makes the final decision whether the overall compliance has been achieved through our own internal QA and the LA processes.

Pupil Journey:

We assess all our pupils on entry using CATS assessments, NGRT for a reading baseline and PT assessment for maths/English. SEMH assessments are currently being reviewed to establish a consistent approach across the settings. Our process for transition includes:

- Provision on a Page (appendix 2) – summary of the provision, curriculum offer, and SEND support, informing leaders on the best provision(s) to meet the child’s profile (academic and SEMH)
- Pupil Journey (appendix 3) – this a working document that is revisited each term by academy leaders to ensure the pupil is making contextualised progress and accessing the most suitable educational pathway. The following KPIs will be monitored:
 - Attendance
 - Behaviour
 - Academic progress
 - Pupil voice

All of the above are analysed by academy leaders and form part of the termly pupil progress meetings. However, please note, attendance and behaviour are monitored daily.

For further information on assessment and pupil progress, please refer to the academy’s assessment policy.

- Pupil and family voice – due to the nature of the setting, it is vital the academy captures pupil and family views and opinions on a regular basis. This will be done via several ways during the academic year:
 - At the admissions
 - During onsite visits
 - Annual survey/questionnaire
 - Multi-agency working

Onsite Enquiry:

All onsite enquiries are informed by the activities described below:

- Provider Enquiry Form (appendix 4)
- Curriculum overviews and medium-term plans - these are submitted annually (or following any curriculum changes) to the academy. Leaders’ quality assures against a curriculum framework, which in term leads to enquiry foci that will be focused on during the onsite visits.
- Reading audit (appendix 5) – providers complete an annual reading audit to allow leaders to understand which providers may require additional support to ensure pupils with gaps in early reading receive effective support/intervention.

Following from each onsite visit, alternative provision providers receive feedback of strengths and areas to develop. This will then form a key part of scrutiny in the next of round of quality assurance. The academy will provide bespoke support and CPD where required.

Curriculum Plan Framework:

1. Outline of the learning/teaching focus by term –
2. Sequences learning – ensuring the curriculum is sequenced correctly considering prior and future learning
3. Knowledge – what knowledge will be covered in that period of time/term
4. Assessment – how pupil baseline information will inform learning, and how pupil knowledge/learning be assessed?
5. Opportunities to develop cultural capital
6. Links to academy values/trust – if appropriate
7. Links to employment opportunities
8. Adaptive curriculum – how the curriculum has been adjusted to support pupils keep up with the overall aims