

New Provider Quality Assurance (PQA)

Please complete attaching any evidence/policies and return to the sender

ORGANISATION AND SERVICE

Name of Provider:	Wild Mind Well-Being CIC
Parent Organisation (if applicable)	NA
Provider Address	Wild Mind Well-Being, Model Faem, Blind Lane, Flackwell Heath, Buckinghamshire. HP10 9LE
Website	www.wildmindwellbeing.co.uk
Name:	Camilla China
Position:	Head of Provision
Email:	camilla@wildmindwellbeing.co.uk
Telephone:	07403015891
Date:	03/10/2024

REGISTRATION AND PLACEMENTS

Name of Head Teacher/ Principal/ Manager	Camilla China
Date of Head Teacher/ Principal/ Manager commenced in post	05/09/2021
What is the registered capacity?	14 students a day
Number of current vacancies	12

MONITORING

Please provide details of any monitoring visits conducted by another Local Authority. If none, state N/A

Date	On Approved Supplier List
Name of Local Authority	Buckinghamshire Council

Name of Visiting Officer	Emily Dover
Position Held	Head of Comissioning
Contact Details (email/phone)	Emily.dover@buckinghamshire.gov.uk

Reports enclosed	No
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Please provide details of any other Local Authority with **CURRENT** placements:

Name(s) of Local Authority	Buckinghamshire, Hertfordshire
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1. INSURANCE COVER

Insurance Documents	Please confirm you have attached the following:
Please send in copies of all your current insurance documents including:-	Attached within Due Dilligence Document
Public Liability	Due Dilligence WMWB 2025.docx
Employee Liability	
Vehicle Insurance	We do not transport students
Buildings and Contents	
Please outline the process you have in place to check vehicle documentation for employees who transport children and young people in their private car: (Insurance, MOT, Breakdown cover) or put NA if Not Applicable.	
NA	

2. INCIDENTS AND NOTIFICATIONS

Number of physical interventions (also known as restraint) in the last 3 months	0
Number of incidents involving the police in the last 3 months	0
Comment(s) <i>(Nature of the restraints, frequency etc):</i> NA	

3. POLICIES AND PROCEDURES

3. Please attach the following policies and indicate when they were last revised:	Attached: Yes / No / N/A	Date due revision:
3.1 Behaviour Management Policy including restrictive physical interventions/ restraints and sanctions- if applicable	Policy Handbook 25-26	24/08/2026
3.2 Complaints Policy	Policy Handbook 25-26	24/08/2026
3.3 Missing Persons Policy - (including unauthorised absence), agreed by the local Police Authority	Policy Handbook 25-26	24/08/2026
3.4 Safeguarding Vulnerable Adults and Child Protection Policy	Policy Handbook 25-26	24/08/2026
3.5 Anti Bullying Policy (including on line bullying)	Policy Handbook 25-26	24/08/2026
3.6 Child/Vulnerable Adult Sexual Exploitation Policy	Policy Handbook 25-26	24/08/2026
3.7 Staff/ Volunteer Code of Conduct Policy	Volunteer Policy.docx	24/08/2026
3.8 Business Continuity Plans (sometimes also known as Disaster Planning)	Policy Handbook 25-26	24/08/2026

3.9	Data Protection Policy	Policy Handbook 25-26	24/08/2026
3.10	Fire Safety Policy and Procedure	Policy Handbook 25-26	24/08/2026
3.11	Health and Safety Policy (including leisure activities & holidays if applicable)	Policy Handbook 25-26	24/08/2026
3.12	Lone Working Policy	Policy Handbook 25-26	24/08/2026
3.13	Safe Recruitment Policy	Policy Handbook 25-26	24/08/2026
3.14	Whistleblowing Policy (including support mechanisms)	Policy Handbook 25-26	24/08/2026

3.15 Please explain how you ensure that your policies, procedures and updates are understood and put into practice by all staff:

All of our policies are uploaded to our HR System. Staff must tick read receipts to confirm that they have read and understood the policies. We have weekly supervision sessions and half termly staff appraisals.

QUALITY ASSURANCE

4 Please explain below the arrangements you have in place for internal quality monitoring:

At Wild Mind Well-Being, we have a comprehensive internal quality monitoring system in place to ensure the highest standards across all areas of our organisation. These arrangements focus on maintaining the quality of educational programs, safeguarding, animal welfare, staff development, and overall service delivery. Our internal quality monitoring procedures include the following:

1. Staff Training and Development:

- Regular Training: All staff undergo regular training to ensure they are up to date with best practices, including safeguarding, fire safety, animal care, and first aid.
- Performance Reviews: Staff members receive annual appraisals where their performance is reviewed, and areas for professional development are identified. Feedback is also gathered from students and other staff.

- Ongoing Supervision: Staff are regularly supervised and supported through peer mentoring and management oversight to ensure high standards of delivery.

2. Student Progress and Feedback:

- Individual Learning Plans (ILPs): Each student has an Individual Learning Plan, which is regularly reviewed to track progress, set achievable goals, and identify areas for improvement.
- Regular Feedback: Students are encouraged to provide feedback on their learning experiences. We use this feedback to adjust and improve our services.
- AQA and ASDAN Monitoring: We ensure that all AQA and ASDAN accreditations are monitored through robust internal systems to maintain the quality of learning outcomes and ensure that all criteria are met.
- Students also engage in regular 1:1 feedback sessions with their mentor, contribute to service planning via focus groups, and provide end-of-term feedback that informs our Quality Improvement Plan.

3. Animal Welfare Monitoring:

- Regular Health Checks: All animals on the farm are subject to regular health checks by trained staff and external veterinarians. This ensures that their physical and emotional needs are met at all times.
- Staff Training in Animal Care: Staff working with animals are provided ongoing training to ensure the highest standards of care, covering health and safety, behaviour management, and handling.
- Record Keeping: We maintain detailed records of veterinary visits, vaccinations, and treatments for each animal to ensure their welfare is consistently monitored.

4. Internal Audits and Reviews:

- Quarterly Audits: Regular internal audits are conducted to review policies, procedures, and operational activities to ensure they are aligned with our quality standards and legal requirements.
- Review of Policies: Policies related to safeguarding, health and safety, and animal welfare are reviewed annually or as needed, ensuring compliance with regulations and the latest best practices.
- Risk Assessments: We regularly carry out risk assessments of all activities and facilities to ensure they remain safe and compliant with legal standards.

5. Data Collection and Analysis:

- Attendance and Participation: Attendance is tracked using an encrypted app, allowing us to monitor student engagement and ensure any issues are addressed promptly.
- Incident Reporting: Any incidents or concerns, such as safeguarding or health and safety issues, are documented and reviewed to identify patterns and implement improvements.
- Progress Tracking: Student progress in academic, social, and emotional learning is tracked and analysed regularly to ensure that they are meeting their targets.

6. External Oversight and Accreditation:

- Compliance with External Standards: Wild Mind Well-Being complies with standards set by external accrediting bodies, such as AQA, ASDAN, and BHS for equine care. These organisations also conduct external reviews to ensure quality is maintained.
- Veterinary and Animal Welfare Checks: We work with Norcal Vets, Hall Place Veterinary Centre, and Farr and Pursey Equine Veterinary Services to ensure high standards of animal care.

7. Student and Stakeholder Involvement:

- Student Voice: Students are encouraged to be part of decision-making processes through regular feedback sessions, focus groups, and evaluations, ensuring they play an active role in shaping their experience.
- Parent/Guardian Feedback: Parents and guardians are invited to provide feedback regularly through surveys and meetings to ensure they are satisfied with the service provided and to address any concerns.

8. Safeguarding Monitoring:

- Safeguarding Protocols: Our safeguarding procedures are regularly monitored to ensure that they comply with statutory requirements and best practices.
- Designated Safeguarding Lead (DSL): Our DSL regularly reviews safeguarding cases and procedures, ensuring swift response and compliance with local authority requirements.

9. Continuous Improvement:

- Quality Improvement Plans (QIPs): Any areas identified for improvement are included in a Quality Improvement Plan, with clear action points, deadlines, and accountability.
- Actionable Feedback: We actively seek feedback from students, staff, and stakeholders to drive continuous improvement and adapt to changing needs.

By implementing these robust internal quality monitoring systems, Wild Mind Well-Being ensures that all services and educational programmes maintain a high level of quality, safety, and effectiveness.

4.1 Please explain the arrangements for seeking feedback from children & young people, parents/ carers and other stakeholders?	
• Students: Questionnaire in three parts. Start, mid point, and end of term. • Regular updates and check ins with parents/ children. • Regular meetings between staff and supporters.	
4.2a How many compliments have you received over the last 12 months?	7
4.2b How many complaints have you received over the last 12 months?	0

4.3 Have they been resolved satisfactorily?	Not applicable – no complaints were received.
4.4 Are there any outstanding complaints that have not been resolved? Please provide the details:	
There are currently no unresolved or outstanding complaints.	

STAFFING (Including Specialist Staff)

5: Staffing, Recruitment and Training (School/ Education)		
Please give details of current school staffing arrangements:	<u>Full Time</u>	<u>Part Time</u>
Management	1	
Specialist Staff (Teachers, Therapist etc.)	3	
Support Workers		5
Administration		2
Agency Staff		0
Volunteers		2
Other (if any)		0

Note: If your organisation provides Therapeutic Services, please include any specialist staff in the above return, e.g. Psychiatrist, Psychotherapist, Psychologist, Occupational Therapist, Physiotherapist, Speech Therapist

Additional Staffing Information:

Number of staff who have joined the provision in the last 12 months	4
Number of staff who have left the provision in the last 12 months	4
Number of current staff vacancies <i>(shown in staffing structure chart)</i>	0

Number of agency staff employed	0
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5. SAFER RECRUITMENT

5.1 Have recruiting managers completed safer recruitment training?	Yes
5.2 Please give details of your pre-employment checks and recruitment process for operational staff: (DBS, references, proof of right to work in the UK, professional registration/qualifications) Enhanced DBS Check: All staff must undergo an Enhanced Disclosure and Barring Service (DBS) check to confirm they are suitable to work with vulnerable individuals. References: We obtain at least two professional references from previous employers or relevant contacts to verify the candidate's work history and conduct. Proof of Right to Work: Candidates are required to provide valid documentation proving their legal right to work in the UK. Verification of Qualifications: We verify professional registrations, qualifications, and relevant certifications to ensure candidates meet the required standards for their roles.	
5.3 Please outline your process for the selection and checking of Agency Staff /Volunteers (if applicable): Application and Interview: Volunteers complete an application form detailing their experience, motivations, and suitability. An interview is conducted to assess their alignment with our values and their ability to contribute effectively. Enhanced DBS Check: All volunteers undergo an Enhanced Disclosure and Barring Service (DBS) check to ensure they are safe to work with vulnerable individuals, including children and young people. References: We request two professional or personal references to verify the volunteer's background, reliability, and character. Proof of Identity and Right to Volunteer: Volunteers must provide identification and proof of their right to volunteer in the UK. Induction and Training: Once selected, volunteers undergo an induction process covering health and safety, safeguarding, and specific role-related training to ensure they are fully prepared for their responsibilities.	

5.4	Do all staff/agency staff and volunteers undertake an induction programme?	Yes
	If yes, how long is the induction period?	6 weeks
	What subjects are covered?	1. Health and Safety: Procedures, fire safety, and emergency protocols. 2. Safeguarding: Child and vulnerable adult protection policies. 3. Role-Specific Training: Expectations, duties, and responsibilities. 4. Code of Conduct: Behavioural expectations and organisation values. 5. Animal Welfare: Guidelines for interacting with and caring for animals. 6. Reporting Procedures: How to report concerns or incidents.
5.5	Please outline below what training is delivered to staff:	
Staff at Wild Mind Well-Being receive a comprehensive range of training to ensure they are fully equipped for their roles. Key training includes: 1. Level 3 in Youth Mentoring (The Mentoring Lab): Provides staff with skills to mentor young people, fostering personal development and resilience. 2. Team Teach: Focuses on de-escalation techniques and safe handling for managing challenging behaviour. 3. e-Learning from Bright HR: Covers essential topics such as: - Equality at Work: Promoting inclusive and respectful workplace practices. - Fire Safety: Understanding fire risks, prevention, and evacuation procedures. - First Aid: Basic life-saving skills and emergency response. - Mental Health Awareness: Supporting mental well-being and identifying early signs of mental health issues. 4. Time Management and Effective Communication: Enhances productivity and teamwork through better time use and communication strategies. 5. Managing Disciplinary Investigations and Outcomes: Staff are trained in handling disciplinary issues fairly and effectively, from investigation to resolution. 6. Safeguarding and Child Protection: Ensures staff understand how to protect vulnerable individuals. 7. Health and Safety: Including fire drills, risk assessments, and ensuring a safe environment for all. 8. Animal Care and Welfare: For staff working with animals, covering handling, health checks, and welfare. This extensive training program ensures that staff are skilled, knowledgeable, and prepared for their roles across all areas.		

5.6	What is the frequency of Supervision / Performance Management meetings with staff?	Weekly supervision Performance review every half term
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6. SAFEGUARDING

6.1 Please provide the name and position of the Senior Manager responsible for Safeguarding in the organisation:	
Name: Camilla China	
Position: Head of Provision	
6.2 Please the name and position of the designated individual who takes the lead for liaising with other agencies and to whom concerns about a child or young person are reported?	
Name: Camilla China	
Position: Head of Provision	
6.3 What are the arrangements for cover if the safeguarding lead is unavailable?	
DSL: Amber China	
6.4 Have all staff and volunteers who have contact with children and young people, had safeguarding training Level 1 or 2 (or equivalent)	Yes
6.5 When was the last Child and Adult Protection/Safeguarding training offered to staff and volunteers?	August 2025
6.6 Please give details of how the Child Protection/Safeguarding training is delivered to staff / volunteers i.e. on-line training, personal instruction, specialist training company:	

Online. Also in person on INSET days/ Induction	
6.7 Please outline your organisation's procedure for risk assessing, recording and reporting concerns and incidents such as suspected abuse / neglect / CSE or actions placing a child/young person at risk of significant harm:	
Daily Feedback Form: Feedback form for every student, every session. This includes safeguarding concerns. Risk Assessing: • Staff are trained to recognise signs of abuse, neglect, CSE, or harm. • Any observed risk or concern is assessed immediately, focusing on the safety and well-being of the child or young person. • If there is an immediate risk of harm, appropriate action is taken to ensure the child's safety. Recording: • Concerns or incidents are documented promptly and accurately using our internal reporting system. • Records include details of the concern, observations, discussions, and actions taken. • All records are kept confidential, stored securely, and shared only with relevant authorities. Reporting: • Concerns are reported immediately to the Designated Safeguarding Lead (DSL) or Deputy Safeguarding Lead. • The DSL assesses the concern and, if necessary, reports it to external agencies such as Children's Social Care or the Police, following statutory safeguarding guidelines. • In cases of suspected abuse, neglect, or CSE, a referral is made within 24 hours. Follow-up and Action: • The DSL ensures appropriate follow-up with external agencies and records all outcomes and actions taken. • Support is offered to the child or young person, and where appropriate, to the staff member reporting the concern.	
6.8 Has the organisation or its staff ever been the subject of a Local Authority Child Protection and/or Safeguarding Vulnerable Adults enquiry?	No
If yes, please outline below:	

6.9 Missing Persons

Please explain your approach to managing episodes of missing, including:

- a) Joint working practices and timely notification with the Police/Social Care
- b) Individualised plans taking account of the child/young person's risk and needs

At Wild Mind Well-Being, we take all missing person episodes seriously and have a structured approach to managing such situations. Our procedures ensure the safety and well-being of the child or young person, as well as timely coordination with external agencies such as the Police and Social Care. The key elements include:

a) Joint Working Practices and Timely Notification with the Police/Social Care

1. **Immediate Response:** If a child or young person is suspected or confirmed to be missing, staff will conduct an immediate search of the premises and surrounding areas.
2. **Notification:** If the child cannot be located within a reasonable timeframe, the Police and the child's Social Care worker will be contacted immediately. Timely notification ensures a swift and coordinated response to locate the child and assess any risks.
3. **Information Sharing:** Staff will provide all necessary details to the Police and Social Care, including descriptions, last known whereabouts, potential vulnerabilities, and any relevant context.
4. **Ongoing Communication:** Wild Mind Well-Being maintains regular communication with the Police and Social Care until the child is found and safe. This ensures coordinated efforts and up-to-date information sharing.

b) Individualised Plans Taking Account of the Child/Young Person's Risk and Needs

1. **Risk Assessment:** Each child or young person has an individualised risk assessment that includes specific triggers or factors that may contribute to them going missing, as well as their vulnerabilities.
2. **Personalised Missing Response Plan:** Based on the risk assessment, we create an individualised missing person plan for each child or young person. This plan outlines:
 - Likely locations where they may go.
 - Known contacts or safe places they might seek out.
 - Strategies for engaging the child or young person if they are found.
 - Any medical, emotional, or social needs that must be considered during a missing episode.
3. **Prevention Strategies:** We work proactively to address the reasons a child might go missing, offering targeted support such as mentoring, emotional care, and communication with key professionals.
4. **Post-Return Support:** After a child is located, we conduct a return interview to understand the reasons behind the missing episode, offer support, and adjust the individualised plan if necessary to prevent future incidents.

By combining a collaborative approach with the Police and Social Care and individualised plans tailored to each child's risk and needs, we ensure that missing episodes are managed safely and effectively.

6.10. Security – Please detail the procedures for visitors?

At Wild Mind Well-Being, we have robust security procedures in place to ensure the safety of our students, staff, and animals. All visitors are subject to the following processes:

1. CCTV Monitoring:

- Our premises are equipped with CCTV cameras that monitor key areas of the farm to ensure safety and security.
- CCTV footage is used to track movements, monitor visitor activity, and ensure adherence to our policies.

2. Signing In and Out:

- All visitors are required to sign in upon arrival using a **Visitor Signing-In Book** located at the main entrance.
- Visitors must provide their name, time of arrival, purpose of visit, and the staff member they are visiting.
- Upon departure, visitors must sign out, noting the time of exit.

3. Visitor Badges:

- Once signed in, visitors are issued a **Visitor Badge** which must be worn at all times while on the premises.
- This badge helps staff and students easily identify authorised visitors.

4. Pre-arranged Appointments:

- Visitors are encouraged to schedule appointments in advance, and staff are notified of expected visitors to ensure smooth entry and guidance during their visit.

5. Supervised Access:

- Visitors are not permitted to roam the premises unaccompanied. They must be escorted by a staff member throughout their visit to ensure the safety of all parties.

6. Safeguarding Checks:

- Where applicable, visitors who will be interacting with children or vulnerable individuals are required to provide proof of a valid **DBS check** or undergo appropriate safeguarding protocols.

7. Emergency Procedures:

- Upon arrival, visitors are informed of fire safety protocols, including the location of emergency exits and meeting points in case of evacuation.

These procedures ensure that all visitors are accounted for, their activities are monitored, and the safety and security of the farm and its occupants are maintained at all times.

7. HEALTH AND SAFETY

7.1 Who is the nominated Health and Safety Officer? Please provide name, position and where you display this information to staff:

Our nominated Health and Safety Officer is Aimee Owen, who serves as a Mentor at Wild Mind Well-Being. Information about her role and contact details are displayed on the welcome board in the reception area, making it easily accessible for all staff and visitors.

7.2 Please outline your system for accident recording for service users and staff.

Accident Recording System through Bright HR Software

1. Incident Identification:

- As soon as an accident occurs, it is the responsibility of the affected person (staff member or service user) or a witness to report the incident to a designated staff member (e.g., team leader or manager).

2. Immediate Action:

- Ensure the safety of the affected individual(s) by providing first aid or medical assistance if required.
- Isolate the area to prevent further incidents.

3. Accident Report Submission:

- **Log into Bright HR:** The designated staff member (e.g., HR manager or team leader) logs into the Bright HR software using their credentials.
- **Navigate to the Health & Safety Section:** In Bright HR, there is a dedicated section for health and safety where incidents and accidents can be recorded.
- **Accident Form Completion:** Fill out the digital accident reporting form, including:
 - Date, time, and location of the incident.
 - Details of the person(s) involved.
 - Description of the accident (what happened, how it happened).
 - Nature and extent of injuries (if applicable).
 - Witness statements (if any).
 - Immediate actions taken (first aid administered, external medical help, etc.).

4. Upload Supporting Documentation:

- Attach any additional documentation (e.g., photographs, medical reports, or witness statements) to the digital form within the Bright HR platform.

5. Managerial Review:

- Once the report is submitted, it is reviewed by a manager or designated health and safety officer to ensure the completeness and accuracy of the information.
- The manager will confirm whether further investigation is required.

6. Accident Investigation:

- If necessary, a formal investigation is initiated to determine the root cause of the accident and to suggest preventative measures for the future.
- All findings from the investigation are recorded within the Bright HR system.

7. Accident Record Storage:

- The completed and reviewed accident report is stored securely within the Bright HR platform.
- Reports are accessible for future reference and compliance with legal requirements (e.g., RIDDOR reporting if applicable).

8. Follow-Up Actions:

- Ensure that any corrective actions or safety measures identified during the investigation are implemented and recorded.
- Bright HR allows setting reminders for follow-ups, such as reviewing the accident's corrective actions or ensuring that affected individuals have received necessary care.

9. Reporting and Analytics:

- The Bright HR software also provides analytics on reported incidents, allowing the organization to track trends and implement further preventative measures if necessary.

This system ensures that all accidents are logged systematically, investigated thoroughly, and that corrective actions are taken, while keeping records easily accessible and secure for compliance purposes.

7.3 Please detail any accidents/incidents that have been reported

Minor accidents/ incidents

Dust in the eye

Grazes or minor scratches

7.4 Please outline your arrangements for First Aid Training. How do you ensure that there is an appropriate number of First Aiders covering the service delivery?

Two first aiders on site at all times

7.5 Please outline your arrangements for testing Fire Equipment, including Fire Alarms, Smoke Alarms, Extinguishers, Carbon Monoxide detectors:

Fire Equipment Testing Arrangements

1. Fire Alarms:

• **Weekly Testing:**

- Fire alarms are tested weekly by activating a different alarm point each time to ensure the system is fully functional.
- The testing day and time are standardised and communicated to all staff and service users to prevent panic.
- Each test is recorded in a Fire Log Book noting the date, time, location of the alarm tested, and any faults detected.

• **Annual Inspection & Servicing:**

- A certified fire safety contractor carries out a thorough inspection and servicing of the fire alarm system annually. This includes checking all alarm points, panels, batteries, and control equipment.

2. Smoke Alarms:

- **Monthly Testing:**
 - Smoke alarms are tested monthly by pressing the test button to confirm they are working correctly.
 - A log is maintained recording the date and results of each test.
- **Battery Replacement:**
 - Batteries in smoke alarms are replaced yearly or sooner if the low-battery warning signal is detected.
- **Annual Inspection:**
 - Smoke alarms are inspected annually by a certified technician to check their overall functionality and ensure they comply with fire safety standards.

3. Fire Extinguishers:

- **Monthly Visual Checks:**
 - A designated staff member carries out visual checks on all fire extinguishers monthly to ensure they are in the correct location, have clear instructions visible, and are not damaged or discharged.
 - Any issues (e.g., low pressure, damage) are recorded, and action is taken to resolve them immediately.
- **Annual Servicing:**
 - All fire extinguishers are serviced and inspected annually by a qualified fire safety technician. This involves checking pressure levels, seals, and the overall condition of the unit.
- **Replacement or Recharging:**
 - Extinguishers are replaced or recharged if found to be discharged or damaged during routine checks or after use.

4. Carbon Monoxide Detectors:

- **Weekly Testing:**
 - Carbon monoxide detectors are tested weekly by pressing the test button to ensure they are working correctly.
 - Results of the test are recorded in a safety logbook.
- **Battery Replacement:**
 - Batteries are replaced at least annually, or as soon as a low battery signal is detected.
- **Annual Inspection:**
 - Carbon monoxide detectors are inspected annually to ensure they are fully operational and provide adequate protection.

5. Emergency Lighting:

- **Monthly Testing:**
 - Emergency lighting is tested monthly by briefly activating the lights to ensure they work properly.
 - Results are recorded in the Fire Log Book, noting any lights that fail to activate or need replacement.
- **Annual Full Discharge Test:**
 - A full discharge test (where the lights are left on to drain their power source) is conducted annually by a qualified contractor to ensure the system will function in the event of an emergency.

General Arrangements for Testing & Maintenance:

- **Responsible Person:**

- A designated fire safety officer or responsible person ensures that all tests and inspections are conducted in accordance with regulations and are documented correctly.
- **Record Keeping:**
 - All tests, inspections, maintenance, and any remedial actions are recorded in a **Fire Log Book**. This log is maintained for auditing and compliance purposes.
- **Regular Training:**
 - Staff are trained on the use of fire extinguishers and other fire equipment, including how to report faults and respond to alarm activations.
- **Fire Drills:**
 - Regular fire drills are conducted (typically twice a year) to ensure all staff and service users are familiar with evacuation procedures and that the alarms work under real conditions.

8. EQUALITY AND DIVERSITY

8. Please explain how your organisation is committed to ensuring that Equality and Diversity are applied throughout the organisation and service.

Our organisation is committed to ensuring Equality and Diversity by fostering an inclusive environment where everyone is treated with respect, regardless of age, gender, race, disability, religion, or sexual orientation. We apply these principles through our recruitment practices, staff training, and service delivery, ensuring that all individuals have equal access to opportunities and support. We regularly review our policies to promote diversity and prevent discrimination, ensuring that our services reflect and meet the needs of the diverse communities we serve.

9. EDUCATION

9.1 Are individual teaching timetables available, i.e. does each student have their own timetable?	Yes
9.2 Have you provided the latest individual education plans and progress reports to the LA?	Yes

9.3 Do Annual Reviews contain clear measurable education/ learning objective targets?	Yes – we use SMART objectives linked to EHCP outcomes, including short-, medium- and long-term academic and developmental targets. These are reviewed termly and updated as needed.
9.4 How often are lesson observations/ walks etc carried out by senior management?	Morning and afternoon
9.5 Are there pupil/student outcome records? Do these directly reflect those on the agreed final EHCP?	Yes
9.6 Do the Short Medium and Long Term plans relate directly to the Preparation for Adulthood agenda?	Yes
9.7 Are the 4 key destination areas prioritised correctly to the student's expected outcomes e.g. Employment, Greater Social and Community Inclusion, Better Health and Greater Independence	Yes. We also use My Independence , a suite of four certificated programmes for young people with a range of special educational needs. Mapped to the Preparing for Adulthood (PfA) pathways, My Independence is ASDAN's key programme to achieve positive outcomes for young people with an Education, Health, and Care Plan (EHCP).
9.8 What are the standard class sizes?	From 1:1 to 2:6
9.9 Are individual education targets and plans developed and shared with students, parents and carers?	Yes

10. HEALTH

10 Health – General Questions	
NB. In house therapies <u>must</u> have external monitoring/supervision.	
How do you ensure you have a medical history of the student?	Intake forms. EHCP
Do you have staff with additional/special training (Disabilities)?	Yes
Is sexual health and personal relationships covered with students?	Yes
Is sexual exploitation awareness covered with students?	Yes

Is there evidence of students receiving support regarding general issues around growing up in their key/link working sessions?	Yes. Each student has a keyworker and the option of accessing a mentoring intervention
What action would be taken if students or staff are found smoking?	If students or staff are found smoking, the following actions would be taken: For Students: 1. Immediate Discussion: The student will be spoken to by a staff member to address the behavior and remind them of the no-smoking policy. 2. Parental/Guardian Notification: Parents or guardians will be informed of the incident. 3. Education: The student will be provided with information on the risks associated with smoking and the benefits of quitting. 4. Support Offered: Referral to smoking cessation programs or support services may be offered. 5. Consequences: Continued violation of the policy may lead to further consequences, such as a meeting with senior staff and, if necessary, disciplinary measures. For Staff: 1. Immediate Discussion: The staff member will be reminded of the organisation's no-smoking policy and the importance of being a role model for students. 2. Formal Warning: If the staff member continues to smoke, a formal warning may be issued. 3. Support Offered: The staff member will be offered support, such as access to smoking cessation resources. 4. Disciplinary Action: Repeated violations could result in further disciplinary action, following the organisation's HR policies. Both students and staff are expected to respect the smoking policy, which aims to maintain a healthy and safe environment for everyone.
What action would be taken if Substance Misuse was found?	If substance misuse is found among students or staff, the following actions would be taken: For Students: 1. Immediate Safety and Assessment: Ensure the safety and well-being of the student. If the student is under the influence, provide appropriate care and support, and, if necessary, seek medical assistance. 2. Confidential Discussion: The student will be spoken to in a private, supportive manner to understand the situation and the extent of the substance misuse. 3. Parental/Guardian Notification: Parents or guardians will be informed of the incident unless doing so would put the student at risk of harm.

	4. Referral to Support Services: The student may be referred to counseling, mental health support, or substance misuse services to help address the underlying issues and promote recovery. 5. Education and Prevention: The student will be provided with education on the dangers of substance misuse, and preventative programs will be offered. 6. Disciplinary Measures: Depending on the severity of the incident and any repeated behavior, disciplinary actions may be taken in accordance with school or organization policies, which could range from warnings to suspension or other sanctions. 7. Monitoring and Follow-Up: The student will be monitored for progress and offered ongoing support to prevent future incidents. For Staff: 1. Immediate Assessment and Safety: Ensure that the staff member is safe and able to carry out their duties. If under the influence, they may be sent home or required to seek medical assistance. 2. Private Discussion: A confidential meeting will be held with the staff member to discuss the situation and assess the reasons for substance misuse. 3. Referral to Support Services: The staff member will be offered access to employee assistance programs, counseling, or external substance misuse support services. 4. Formal Procedures: Depending on the severity of the incident, the staff member may face disciplinary action in line with the organization's HR and conduct policies. This could include warnings, suspension, or further action if necessary. 5. Monitoring and Follow-Up: The staff member will be monitored for adherence to any agreed support plan and compliance with the organization's substance misuse policies. In both cases, the organisation emphasizes support, rehabilitation, and prevention, while ensuring that necessary disciplinary actions are taken to maintain a safe and healthy environment for all. 40
What are the arrangements for GP/ Nurse access	For students, GP or nurse access is arranged as follows: 1. Parental Involvement: For those under 18, parents/guardians are contacted to arrange GP or nurse visits unless the student can make decisions independently. 2. On-Site Support: First aid-trained staff provide immediate care for minor issues. If further medical attention is needed, parents/guardians are informed.

	3. Confidential Access: Older students (16+) can access GPs or nurses confidentially for sensitive matters like mental or sexual health, in line with healthcare policies. 4. Ongoing Health Needs: Students with long-term health conditions can have regular access arranged to ensure their care plans are followed. We welcome professionals to work alongside us and regularly liaise with outside agencies.
Please describe the therapeutic input and support on and off site	Therapeutic input and support both on and off site are designed to meet the individual needs of students, focusing on their emotional, mental, and physical well-being. Here's an overview On-Site Support: 1. Animal-Assisted Therapy: Students benefit from interactions with animals on the farm, including dogs, horses, and other rescue animals, which help reduce anxiety, improve mood, and develop social skills. 2. One-to-One Mentoring: Staff provide personalised support to help students manage emotions, build resilience, and develop coping strategies. 3. Social and Emotional Learning (SEL): Group sessions focus on developing emotional intelligence, peer relationships, and self-regulation skills. 4. Creative and Outdoor Therapies: Activities like art, gardening, and nature walks are used to foster relaxation, creativity, and connection with nature, promoting emotional healing. Off-Site Support: 1. External Therapists: Where necessary, students can access off-site therapeutic services such as counselling, speech and language therapy, or occupational therapy, tailored to their specific needs. 2. Referrals to Specialists: Students with complex needs may be referred to external mental health services (e.g., CAMHS), allowing them to receive more specialised support. 3. Partnerships with Local Services: The organisation works closely with local health and education services to ensure students can access a range of therapeutic interventions off-site. This combined approach ensures holistic support for students, both on the farm and through external services.