



Learning Centre CIC

Quality Assurance Policy

1.1 Mission Statement

- **To create a space where autistic and traumatised children and young people feel safe to heal, learn and thrive on their own terms and are enabled to move forwards into fulfilling and happy lives.**
- **To model our values in the way we work with horses, and other animals: allowing choice and respecting diversity.**
- **To support families in accessing appropriate support for their children and to work with schools and other educational provision to provide the best learning environment for each child's individual needs.**

1.2 Vision Statement and Values

- To create a horse- and animal-focussed centre of excellence that leads the way in showing how valuing children and young people just as they are, validating their experiences and sharing joy in their passions can transform their lives.

Child-led, love, radical compassion, playfulness, acceptance, curiosity, empathy, safety in relationships and the environment, being mindful, mistakes as learning opportunities, trauma-informed, attachment aware, evidence-based approach informed by latest research in neuroscience and child development.

Additional core values suggested by the staff

Connection

Celebration of uniqueness

Compassionate

Empowering people to be individuals

Kindness

Respect

Freedom

Integrity

Empathy
Playfulness
Partnership
Authenticity
Striving for excellence

1.3 Aims of this policy:

This policy outlines how we celebrate and share good and outstanding practice and to learn from one another. It also enables Senior Staff to quality assure work across all areas and assess impact. The policy covers three elements of practice which support learning and development:

- A. Regular learner development review (trackers, targets, parent discussion)
- B. Collaborative working (pre/post day discussion, observing different methods, staff check-ins)
- C. Regular CPD and CPD sharing

1.4 Application to the Appraisal process.

We consider all aspects of a staff member's role when reviewing performance and pay. Our collaborative approach and regular staff discussion allow the Leadership Team to review the impact of staff and the support offered. We also consider the ways in which staff members work towards the effective running of the whole work-place.

1.5 Role of Trustees

It is the role of Trustees to:

- Monitor the application of this policy to maintain and further develop our rigorous / aspirational expectations for learner's development.
- Ensure that staff are delivering high quality provision across all aspects of work.
- Hold the CEO to account for standards of learning.

1.8 Rainbow Horses Structure

The following school Quality Assurance (QA) processes have to be applied to meet the range of record keeping and evidence base that meets the needs of these different groups of Learners.

1.9 Learner Development Review: Co-ordinated by the CEO with Responsibility for Learning.

Rationale

We carry out Learner Development Reviews to:

- Monitor learner progress.
- Provide evidence to aid discussions about a learner's progress.

What do we look for?

- Next steps in learning are identified and information is acted upon to support the learner.
- All associated staff are involved in feedback.

Who will carry out Learner Development Reviews?

- **All staff are involved in these reviews** which will occur on days when learners attend, through communication with parents and daily trackers, monitoring their development and including progress towards targets. These targets are continuously monitored and reviewed as a team termly to adjust.
- **Senior Staff** will monitor the record keeping for trackers.

What will happen after the Learner Development Reviews?

- Outcomes will be shared with staff members as they are reviewed with constructive discussions about good practice, positive feedback and celebration of what we do well at Rainbow Horses.
- Next steps and any additional support that may be required will also be identified and co-ordinated by the most appropriate person.

1.10 Collaborative Working: Co-ordinated by the CEO with Responsibility for Learning

Rationale

We aim to enhance learning by providing a learning environment that is appropriate for our young peoples' complex needs. There is an enormous amount of knowledge and experience at Rainbow Horses. We want to celebrate good and outstanding practice and continually learn from each other.

Collaborative working allows the Rainbow Horses staff to:

- Audit each others practice and learn from alternative approaches
- Share good practice and promote consistency
- Identify support or training requirements
- Provide quality time for reflection and stimulate professional discussion
- Enable colleagues to see practice across different areas of need and gain a better understanding of Rainbow Horses as a whole
- Moderate and triangulate judgements and provide additional evidence regarding the quality of learning

What do we look for?

- Flexibility in working with different learners
- Good rationale for decision-making
- Supportive collaborative working
- Relationship based approach to working with learners
- Areas requiring further or additional support are identified
- Staff manage clear boundaries with learners to support their development
- A safe and stimulating environment has been created rooted in promoting mutual respect
- Learners are supported to develop their understanding in a range of areas
- Staff making decisions based on evidence-based practice and their professional experience
- Staff promote equality of diversity and opportunity

Who will carry out Collaborative Working

- All staff will engage in collaborative working
- Staff will engage with each other throughout the day to support each others working
- Staff will discuss learner support at the beginning and end of the day to identify need and strategies
- Additional learner discussions will be held weekly at staff meetings where need is identified

What will happen after the Collaborative Working?

- Next steps and any additional support that may be required will be identified and co-ordinated by the most appropriate person.

1.11 Regular CPD and CPD Sharing: Co-ordinated by the CEO/ Senior leadership Team

Rationale

Regular CPD allows us to ensure that we are offering the best possible support to our learners, with the most up to date understanding of strategies of support. By also engaging in sharing CPD we ensure consistency in the support we are able to offer from all staff.

What do we look for?

- Regular engagement from staff in CPD both on and off site
- Feedback from staff on what they have learned through CPD to enhance all staff knowledge
- Discussion on how CPD can be used to enhance learner experience

Who will carry out CPD?

All staff will take part in CPD and be ready to feedback on their experience

What will happen after CPD?

- Staff will collaboratively implement new training in their work
- They will refer to training when considering how best to support learners

CEOs Signature: *Sue Coombes*
Adopted on: 27th April 2023
Next review due: April 2024