



Due Diligence Declaration

This document provides a detailed overview of HOPECFI for schools, local authorities, and stakeholders conducting due diligence. It ensures transparency and confidence in the suitability of HOPECFI as an Alternative Provision (AP) for children with Special Educational Needs and Disabilities (SEND), aligning with statutory guidance outlined by the Department for Education (DfE) in the *Alternative Provision Statutory Guidance 2018*.

Contents

1. Organisational Overview
2. Statutory Guidance Compliance
3. Safeguarding and Child Protection
4. Curriculum and Educational Support
5. Health and Safety
6. Financial Information
7. Quality Assurance
8. Statutory Responsibilities for Schools and Local Authorities
9. Supporting Documentation
10. Contact Information



1. Organisational Overview

▪ Organisation Name

HOPECFI

▪ Type of Provision

SEND-focused Alternative Provision offering part-time support up to 16 hours per week.

▪ Service Scope

Supporting children with SEND, including those on the EOTAS (Educated Other Than At School) register or excluded from mainstream education.

▪ Target Age Group

Primary and secondary school-aged children (up to 16 years).

▪ Accreditations

Voluntarily registered with Ofsted to ensure accountability and adherence to quality standards.

▪ Mission Statement

Our primary goal is to provide exceptional alternative learning and educational opportunities for school-aged children who face barriers to accessing suitable education within mainstream settings.

We support children who are:

- Registered in a mainstream school and awaiting placement in a specialist school,
- Attending mainstream school but require supplementary alternative provision due to additional or complex needs, or
- Homeschooled, with parents seeking respite or enhanced educational support.

At HOPECFI, we believe that every child with Special Educational Needs or Disabilities (SEND) deserves a tailored, nurturing environment that empowers them to reach their fullest potential. We are committed to bridging the gaps in education by offering personalised learning pathways, therapeutic interventions, and holistic support that address each child's unique needs.

Our mission is to ensure that no child is left behind, fostering confidence, resilience, and hope for a brighter future. By creating a safe, inclusive, and inspiring space, we aim to transform lives and equip children with the skills, independence, and emotional well-being to thrive in school and beyond.

Our guiding principle is simple: **every child matters, and every child deserves a better start in life.** And it starts with HOPE.

2. Statutory Guidance Compliance



HOPECFI operates in alignment with the *Alternative Provision Statutory Guidance 2018*:

- **Definition of Alternative Provision**

HOPECFI aligns with the DfE definition of AP as "education arranged by local authorities for pupils who, because of exclusion, illness, or other reasons, would not otherwise receive suitable education" (DfE, 2018). Our provision also supports schools in meeting their legal duties to arrange suitable education for excluded pupils from Day 6 of a fixed-term exclusion.

- **Part-Time Provision**

In accordance with the *Alternative Provision Statutory Guidance 2018*, HOPECFI operates as a part-time Alternative Provision (AP), designed to complement and enhance the education provided by the child's mainstream school or existing EOTAS (Educated Other Than At School) arrangements. Our approach is tailored to support children who require additional, targeted interventions that cannot be fully met within their main educational setting.

As a part-time AP, HOPECFI offers a flexible and responsive service that works in partnership with schools, parents, and local authorities to create a seamless educational experience. This includes personalised support to address gaps in learning, build social and emotional resilience, and meet specific SEND requirements. Our provision is carefully structured to ensure that it integrates smoothly with the child's overall education plan, whether that involves reintegration into full-time mainstream schooling, transitioning to a specialist school, or enhancing home education programmes.

HOPECFI's part-time model allows us to focus intensively on the unique needs of each child during their time with us, offering a nurturing and supportive environment where they can thrive. By working collaboratively with other educational and therapeutic services, we aim to ensure that every child receives a holistic and well-rounded educational experience, aligned with their personal goals and statutory entitlements.

- **Commissioning**

Local authorities, schools, or parents can commission HOPECFI directly. Schools are advised to undertake due diligence before placing pupils, as recommended in the guidance.

- **Monitoring and Oversight**

HOPECFI fully adheres to the recommendation outlined in the *Alternative Provision Statutory Guidance 2018* that schools and local authorities should regularly monitor the progress of children placed in Alternative Provision (AP). This monitoring ensures that clear academic, behavioural, and developmental targets are set, tracked, and achieved.

We implement robust progress monitoring frameworks that include baseline assessments, regular evaluations, and tailored feedback loops to ensure each child is advancing towards their individual goals. Detailed progress reports are provided at regular intervals, outlining achievements, areas for development, and the effectiveness of interventions. These reports are designed to support schools,



local authorities, and parents in making informed decisions about the child's ongoing educational journey.

In addition to academic and behavioural data, our reports also include insights into emotional well-being, social development, and engagement levels. We actively collaborate with schools and local authorities to ensure our findings align with the child's personalised learning plan and wider educational objectives.

By maintaining transparent communication and delivering comprehensive progress updates, HOPECFI ensures accountability and demonstrates our commitment to high-quality, outcome-focused alternative provision. This process not only supports statutory compliance but also promotes continuous improvement in meeting the complex needs of every child in our care.

3. Safeguarding and Child Protection

▪ Statutory Alignment

HOPECFI's safeguarding practices align with Early Years Foundation Stage (EYFS) 2024, *Keeping Children Safe in Education (KCSIE 2023)* and *Working Together to Safeguard Children (2018)*.

▪ Designated Safeguarding Lead (DSL) and Ofsted Registered Person (ORP)

Aicha Clish serves as the **Ofsted Registered Person** and **Designated Child Protection Lead** for HOPECFI, bringing almost two decades of extensive experience and expertise in safeguarding and child welfare. She is responsible for leading all aspects of safeguarding, ensuring the safety, well-being, and protection of every child under our care. With a comprehensive understanding of statutory guidance and best practices gained through her extensive career, Aicha oversees the implementation, monitoring, and continual refinement of robust child protection policies and procedures. Her work ensures full compliance with Ofsted and Department for Education (DfE) statutory requirements and guidance. Aicha's leadership and wealth of experience play a pivotal role in embedding safeguarding as a fundamental pillar of HOPECFI's ethos and operations.

As the Ofsted Registered Person, Aicha is accountable for maintaining the highest standards of compliance, quality, and safeguarding across HOPECFI. Her role involves rigorous oversight of operational practices to ensure that the provision meets and exceeds the expectations set by Ofsted and other regulatory bodies. Aicha works collaboratively with staff, parents, and external agencies to promote a culture of vigilance and to respond effectively to the needs of children with Special Educational Needs and Disabilities (SEND).

Aicha is deeply committed to serving as a voice for children, advocating tirelessly on their behalf to ensure that their needs, rights, and well-being are prioritised in every decision. Her unwavering dedication to fostering a safe, inclusive, and nurturing environment underpins HOPECFI's mission. Aicha's leadership ensures that safeguarding remains at the heart of all we do, offering children the opportunity for a brighter and more hopeful future.

▪ Policies and Procedures

Comprehensive safeguarding and child protection policies are in place and regularly updated.



▪ Safer Recruitment

At HOPECFI, we are committed to implementing robust **safer recruitment** practices to ensure the safety and well-being of all children in our care. Our recruitment processes are designed to comply fully with statutory guidance, including the **Keeping Children Safe in Education (KCSIE)** framework and the **Safer Recruitment Statutory Guidance**.

- Enhanced DBS Checks

- All staff members, including permanent, temporary, and volunteer staff, undergo enhanced Disclosure and Barring Service (DBS) checks before commencing employment.
- This includes a check against the barred list to ensure that no individual unsuitable to work with children is employed at HOPECFI.

- Identity Verification and Right to Work Checks

- All applicants are required to provide original documentation to verify their identity, right to work in the UK, and relevant professional qualifications.

- Reference Checks

- References are obtained from at least two previous employers, with one being the most recent.
- References are thoroughly verified to ensure the authenticity of information and to assess the candidate's suitability for working with children.

- Employment History

- A full employment history is requested, with any gaps in employment thoroughly explored and documented during the interview process.

- Prohibition Checks

- For roles involving teaching responsibilities, additional prohibition checks are conducted to ensure individuals are not prohibited from teaching by the Teaching Regulation Agency (TRA).

- Interview and Assessment

- All candidates undergo a rigorous interview process designed to assess their knowledge, skills, and suitability for working with children, including their understanding of safeguarding responsibilities.
- Scenario-based questions are used to evaluate their ability to identify and respond appropriately to safeguarding concerns.

- Safeguarding and Code of Conduct



- New recruits are required to read and sign the HOPECFI safeguarding policy, staff code of conduct, and whistleblowing policy as part of their induction.
 - They are also trained to understand and uphold their responsibilities under statutory frameworks such as **Working Together to Safeguard Children** and **KCSIE**.
- **Ongoing Checks and Monitoring**
 - DBS checks are conducted annually, or sooner if there is a change in the staff member's role or if new safeguarding concerns arise.
 - Regular safeguarding training and refresher courses are mandatory for all staff to ensure they remain up-to-date with best practices and legal requirements.
 - **Safer Recruitment Trained Staff**
 - Members of the recruitment panel at HOPECFI are trained in safer recruitment practices to ensure all processes align with statutory guidance and safeguarding best practices.
 - **Volunteers and Contractors**
 - Volunteers working with children undergo the same rigorous checks as staff, including enhanced DBS checks and safeguarding training.
 - Contractors and external providers are also required to provide evidence of DBS checks, and their activities are supervised if they interact with children on-site.
 - **Staff Training**

At HOPECFI, safeguarding is at the core of everything we do. To maintain a safe and supportive environment for all children, particularly those with Special Educational Needs and Disabilities (SEND), we provide **regular, comprehensive safeguarding training** to all staff. This ensures that our team is equipped to identify, prevent, and respond to safeguarding concerns effectively and in line with statutory guidance.

- **Key Areas of Safeguarding Training**

Core Safeguarding Principles

- All staff receive mandatory training on the fundamentals of safeguarding and child protection, ensuring a clear understanding of their responsibilities under statutory frameworks, including **Keeping Children Safe in Education (KCSIE)** and **Working Together to Safeguard Children**.
- Training includes recognising signs of abuse, neglect, exploitation, and other safeguarding risks, along with clear protocols for reporting concerns.

Prevent Duty Training



- Staff are trained in the **Prevent Duty**, a statutory requirement under the Counter-Terrorism and Security Act 2015, to identify and respond to the risks of radicalisation and extremism.
- This training includes strategies for promoting British values, building resilience against extremist ideologies, and reporting concerns to the appropriate authorities.

SEND-Specific Safeguarding

- Given the increased vulnerability of children with SEND, our training emphasises safeguarding strategies tailored to their specific needs.
- Staff are trained to:
 - ⇒ Recognise non-verbal signs of distress or abuse in children with communication difficulties.
 - ⇒ Identify how SEND can overlap with safeguarding risks, such as bullying, neglect, or exploitation.
 - ⇒ Work collaboratively with SEND specialists and external agencies to address safeguarding concerns effectively.

Online Safety

- As part of our safeguarding measures, staff receive training on online safety, including recognising risks such as cyberbullying, grooming, and exposure to inappropriate content.
- This training equips staff to support children in navigating the digital world safely and to engage with parents about online risks.

Safeguarding Updates and Refresher Training

- Safeguarding training is refreshed regularly to ensure staff remain informed of the latest statutory updates, emerging risks, and best practices.
- Regular safeguarding briefings address new topics, such as peer-on-peer abuse, mental health concerns, and safeguarding during out-of-school activities.

Specialised Training for Key Roles

- **Designated Safeguarding Lead (DSL) Training:** The DSL and Deputy DSL undergo advanced safeguarding training every two years to maintain expertise in managing complex safeguarding cases.
- **Paediatric First Aid:** All staff are trained to administer basic First Aid. New staff without a valid Paediatric First Aid certificate are required to undertake the training within two months of joining HOPECFI.
- **Mental Health First Aid:** Selected staff are trained to provide initial support for children experiencing mental health crises, enhancing their ability to recognise and address safeguarding concerns linked to emotional well-being.

Scenario-Based Learning



- Staff participate in practical workshops and role-playing scenarios to apply safeguarding knowledge to real-life situations, ensuring confidence in identifying and addressing concerns promptly.

- Embedding Safeguarding Across Our Practice

Induction Training

Safeguarding is prioritised from day one, with all new staff completing a safeguarding induction before starting work with children.

Policy Awareness

Staff are required to read and understand HOPECFI's safeguarding and child protection policies, as well as related procedures such as whistleblowing and managing allegations.

Culture of Vigilance

Safeguarding is a shared responsibility, and our training fosters a proactive culture where all staff are empowered to speak up and act in the best interests of children.

4. Curriculum and Educational Support

▪ A Personalised Approach

Our curriculum considers a variety of factors, including the child's age, developmental stage, strengths, and areas for improvement.

By focusing on personalised learning plans, we ensure that every child is engaged in meaningful activities that:

- Build on their existing knowledge and skills,
- Address their specific learning needs, and
- Ignite their interests and curiosity.

We strive to unlock the potential of each child, providing opportunities to explore, discover, and succeed in ways that suit their individual learning style.

▪ Ambition for Every Child

At HOPECFI, we have high aspirations for all children, including those with Special Educational Needs and Disabilities (SEND).

Our ambition is as simple as **A, B, C**:

- **Achieve:** Helping children reach developmental milestones and academic success by providing the tools and guidance they need to excel.



- **Believe:** Instilling in them a belief in their own abilities and potential, empowering them to overcome challenges with confidence.
- **Confident:** Supporting their emotional and social growth so they can navigate the world with self-assurance and resilience.

We believe that every child has the capacity to thrive when given the right support, encouragement, and opportunities.

- **A Holistic Approach to Success**

Our curriculum goes beyond academic achievements. It is a tool for equipping children with the skills they need to navigate life successfully.

We nurture not just the mind, but also the heart and spirit, helping children develop:

- A love for learning,
- The ability to adapt to new situations, and
- The resilience to face challenges and pursue their dreams.

- **Diverse and Enriching Activities**

Through a broad and diverse range of activities, we aim to inspire children with SEND to reach their fullest potential.

Our curriculum includes:

- **Creative Exploration:** Art, music, drama, and sensory activities to encourage self-expression and creativity.
- **Practical Life Skills:** Focused activities that promote independence, problem-solving, and resilience.
- **Academic Growth:** Targeted support in literacy, numeracy, and critical thinking, tailored to each child's abilities.
- **Physical Development:** Opportunities to enhance motor skills, coordination, and overall physical well-being through movement and play.
- **Therapeutic Interventions:** Incorporation of therapeutic practices such as speech and language therapy, occupational therapy, and emotional regulation exercises.
- **Social and Emotional Learning:** Activities that build confidence, emotional intelligence, and healthy relationships.

By challenging children to think critically, explore creatively, and engage socially, we create a pathway for success that is both ambitious and achievable.

- **Focus on Outcomes**

Our curriculum supports progress in academic achievement, social and emotional development, and preparation for reintegration into mainstream education where appropriate.

- **Therapeutic Support**



In line with the *Alternative Provision Statutory Guidance 2018*, HOPECFI provides therapeutic interventions, including tailored behavioural support strategies.

▪ **Curriculum Flexibility**

At HOPECFI, our curriculum is meticulously designed to be **balanced, flexible, and enriching**, ensuring that it caters to the unique needs of every child in our care. We recognise that each child is different, with their own set of potentials, abilities, needs, and interests. This understanding drives us to create learning experiences that are tailored to their individuality, fostering growth and development in an inclusive and nurturing environment.

At HOPECFI, **children want to Achieve, Believe, and be Confident**, and our curriculum is the foundation that helps them realise those ambitions. Together, we inspire children to dream big, reach their goals, and take their place in the world with hope and courage

5. Health and Safety

▪ **Premises**

HOPECFI ensures that its premises are safe, secure, and suitable for SEND pupils. Regular health and safety checks are conducted.

Risk Assessments

Detailed risk assessments are conducted for all activities and pupils, following statutory health and safety requirements.

Compliance with Legislation

We adhere to all relevant legislation, including fire safety, first aid, and accessibility standards for disabled pupils.

6. Financial Information

Ownership

HOPECFI is a privately owned organisation, founded with a steadfast commitment to delivering high-quality alternative provision for children with Special Educational Needs and Disabilities (SEND). Unlike many comparable initiatives, HOPECFI was established without reliance on government funding or charitable donations. Instead, it was developed independently, driven by a profound dedication to bridging the gaps in SEND education and support services.

As a privately funded organisation, HOPECFI operates with a clear and focused mission to deliver a safe, inclusive, and nurturing environment that empowers children to thrive academically, socially, and emotionally. This independence allows us to prioritise the specific needs of the children and families we serve while working collaboratively with schools, parents, and local authorities to complement and enhance existing educational provision.



Fee Structure

Transparent pricing model tailored to individual pupil needs.

Commissioning Support

Guidance provided to schools and local authorities for funding placements through SEND budgets or other statutory provisions.

7. Quality Assurance

Ofsted Voluntary Registration

Although APs are not required to register with Ofsted, HOPECFI has voluntarily undertaken this process to demonstrate our commitment to quality, safeguarding, and accountability.

Monitoring of Provision

HOPECFI regularly evaluates its provision to ensure compliance with statutory guidance and to meet the evolving needs of its children.

Stakeholder Feedback

Regular engagement with parents, schools, and local authorities ensures that feedback is incorporated into service improvements.

8. Statutory Responsibilities for Schools and Local Authorities

To ensure compliance with statutory duties, schools and local authorities commissioning HOPECFI must:

- **Assess Suitability:** Evaluate whether HOPECFI meets the specific needs of the pupil.
- **Monitor Progress:** Maintain regular oversight of the pupil's attendance, academic progress, and overall well-being.
- **Collaborate with Parents:** Ensure that parents are informed about placements and engaged in discussions about their child's progress.

9. Supporting Documentation

The following documentation is available for inspection on our website:

- Safeguarding and Child Protection Policy.
- Health and Safety Policy.
- Complaint Policy.
- Confidentiality.
- Behaviour Management.
- Inclusion and Admission.



- GDPR and Data Protection.
- Curriculum Framework.

The following documentation is available for inspection upon request:

- Risk Assessments.
- Ofsted Registration Certificate.
- Staff DBS Checks and Training Records.
- Insurance Certificates.

The following documentation is available for inspection upon request for children on role:

- Personalised Learning Plans.
- Attendance Record.
- Complaint Record.
- Accidents and Incident Record.

10. Contact Information

- **Email Address:** office@hopecfi.co.uk
- **Telephone Number:** 0113 265 8397
- **Address:** Limewood House, Limewood Way, Leeds, West Yorkshire, LS14 1AB
- **Website:** www.hopecfi.co.uk

This document has been meticulously prepared to provide a comprehensive and transparent overview of HOPECFI's operations, ethos, and compliance with statutory guidance. It reflects our unwavering commitment to maintaining the highest standards of quality, safeguarding, and educational provision, ensuring that all stakeholders have a clear and detailed understanding of our practices and procedures. We warmly welcome site visits, stakeholder meetings, and open engagement to facilitate a thorough review of our organisation. Our dedicated team is available to address any inquiries, provide supplementary documentation, or discuss how HOPECFI can support the specific needs of children with SEND. Through collaboration and transparency, we strive to foster trust and confidence in our ability to deliver outstanding alternative provision that prioritises the well-being and success of every child in our care.

