Essential Education Group — commissioning readiness checklist

Review schedule, not a certificate of compliance or referral acceptance.

1. Scope the service

- Confirm supplier legal identity and responsible educational, operational and safeguarding leads.
- Identify teaching/transition or school-improvement purpose; suitability, exclusions, geography and venue.
- Review the complete education arrangements; a requested 15-hour package does not establish statutory sufficiency.
- Confirm actual practitioner competence, inspected checks, available capacity and continuity.

2. Establish safe intake

- Public enquiries contain adult contact details and broad context only.
- Before confidential records: approve ownership, access, private storage, security, human readiness and an appropriate secure sharing route.
- Agree necessary information, lawful basis/authority, safeguarding contacts, emergency and learner-specific risks.
- Do not put child names, EHCPs, health, DBS or safeguarding records into public forms or review-only systems.

3. Reconcile and adopt policies

Safeguarding; allegations/low-level concerns; safer recruitment; home/lone working; emergency/risk; attendance/welfare; cover; privacy/security; retention/handover; complaints/whistleblowing; curriculum/assessment; distress; health/care boundaries; online safety; supervision/QA; equality/learner voice; AI; business continuity; commercial terms; content/claims.

For each: reconcile the existing version, name owner/cover/approver, specify actual procedures and contacts, governing sources, version, effective/review dates, signed adoption evidence, staff training/acknowledgement and scenario testing. A draft is not adopted.

4. Inspect assurance evidence

- Insurance schedule, exclusions and scope; actual contracting entity and ICO applicability.
- Registration and council supplier-route assessment, not assumed approval.
- Current suitability/qualification evidence for the actual role; DBS recheck arrangements are not a universal expiry rule.
- Reviewed commissioning, information-sharing and processor agreements.

- Representative baseline, teaching plan, attendance/session, progress/review, QA observation and transition/handover specimens.

5. Authorise delivery

- Written scope, funder/PO, rates, included/excluded costs, VAT, cancellations, variations and payment terms.
- Distinguish planned, delivered, cancelled and billable minutes.
- Confirm current safety/competence/insurance/risk conditions and human authority to start.

6. Operate QA

- Name educational/QA leads; agree supervision, teaching observation and sampling.
- Baseline and outcome measures; curriculum/access/challenge/independence; learner/family voice.
- Agree absence escalation, reporting recipients, review schedule and receiving setting.
- Record corrective action, owner, due date and closure evidence; review the pilot before expansion.

7. Share deliberately

Current approved evidence only; appropriate recipients and secure route; verify receipt. No autonomous sending, clearance, signing or publication. AIT is separate from tuition and only discussed when requested; method training is not clinical approval or proof of efficacy.