



Quality Assurance Policy

Tree of Life Educational and Therapeutic Input Ltd –

Reviewed September 2025

1. Purpose

The purpose of this Quality Assurance (QA) Policy is to ensure that [Tree of Life Educational and Therapeutic Input Ltd](#) consistently delivers high-quality, therapeutic and educational support to children and young people with Social, Emotional and Mental Health (SEMH) needs. Our QA framework underpins:

- Outstanding therapeutic practice.
- Safe, inclusive, and nurturing environments.
- Positive outcomes in mental health, wellbeing, education, and personal development.
- Accountability to pupils, families, commissioners, and regulatory bodies.

2. Guiding Principles

Our QA approach is built upon:

- Therapies at the Forefront: Therapeutic input IEMT Therapy, Pain2go Therapy, Reiki to Masters level, occupational therapy external therapies, art, drama, music, six bricks, rebound, play therapeutic interventions, intensive communication approaches, speech & language support is central, integrated, and individually tailored.
- Whole-Child Focus: We value progress in emotional regulation, resilience, communication, and relationships alongside academic attainment.
- Collaboration: We work in partnership with parents, carers, external agencies, and commissioners.
- Reflective Practice: Continuous self-evaluation, staff development, and pupil voice inform our growth.
- Safeguarding First: Every QA measure prioritises child protection, wellbeing, and dignity.

3. Quality Standards

3.1 Therapeutic Provision

- Evidence-based interventions are delivered by qualified therapists.
- Therapies are personalised and reviewed regularly through multi-disciplinary meetings.
- Progress is measured through both qualitative (case studies, observations, voice of the child) and quantitative tools (scales, outcome measures).

3.2 Teaching and Learning

- Curriculum design reflects therapeutic principles and SEMH accessibility.
- Teaching integrates trauma-informed and relational approaches.
- Pupil progress is tracked holistically (academic, therapeutic, social, emotional).

3.3 Safeguarding and Wellbeing

- Robust safeguarding procedures are in place and monitored.
- Staff maintain up-to-date training in safeguarding, mental health awareness, and therapeutic strategies.
- Provision ensures environments are physically and emotionally safe.

3.4 Leadership and Management

- Leaders foster a culture of high expectations, care, and accountability.
- Decision-making is evidence-informed and transparent.
- QA findings drive continuous school improvement.

3.5 Stakeholder Engagement

- Pupil voice is actively sought and acted upon.
- Families are engaged in support planning and review processes.
- Commissioners receive timely, accurate, and meaningful reports.

4. Quality Assurance Framework

Our QA framework is cyclical and evidence-driven.

4.1 Internal Monitoring

- Therapy Reviews: Regular evaluation of therapeutic plans and outcomes.
- Learning Walks/Observations: Focusing on both phase practice and therapeutic interactions.
- Case Reviews: Multi-agency meetings to review progress against SEMH and therapeutic targets.
- Safeguarding Audits: Termly reviews of safeguarding procedures and case records.

4.2 External Evaluation

- Annual review by independent SEMH/therapy specialists.
- Feedback collected from pupils, parents, and external professionals.
- Benchmarking against national standards (e.g., Ofsted framework, CQC for therapeutic services, commissioning requirements).

4.3 Data and Reporting

- Systematic collection of therapeutic outcomes (e.g., Strengths and Difficulties Questionnaire, Goal Based Outcomes).
- Academic progress measured through baselines and personalised targets.
- Regular reporting to governors/trustees/commissioners.

5. Professional Development and Staff Support

- All staff access high-quality CPD in SEMH practice, therapies, trauma-informed approaches, and safeguarding.
- Supervision and reflective practice sessions support therapeutic staff and teaching staff.
- Annual appraisal and performance reviews linked to QA findings.

7. Accountability and Review

- QA Policy reviewed annually by leadership and governors/trustees.
- Findings from QA feed directly into the School Development/Improvement Plan.
- Transparency with stakeholders maintained through published annual QA report.

6. Staff Roles and Responsibilities

To ensure accountability and clarity of responsibility, the following roles are defined within the Quality Assurance process:

6.1 Headteacher/Provision Lead

- Overall responsibility for the effectiveness of the provision.
- Ensures the QA framework is implemented and reviewed.
- Leads safeguarding, staff development, and strategic decision-making.
- Reports QA outcomes to governors/trustees and commissioners.

6.2 Therapy Lead/Clinical Lead

- Oversees all therapeutic services within the provision.
- Ensures interventions are evidence-based and outcome-focused.
- Provides supervision and professional guidance for therapy staff.
- Reports on therapeutic outcomes and impact.

6.3 Teaching Staff

- Deliver high-quality, trauma-informed teaching tailored to SEMH needs.
- Track and report on both academic and holistic progress.
- Engage in reflective practice and contribute to QA processes.
- Work in collaboration with therapy staff to support individual pupil plans.

6.4 Therapists

- Deliver personalised therapeutic interventions in line with best practice.
- Record and evaluate therapeutic progress using agreed outcome measures.
- Work collaboratively with teaching staff and families.
- Participate in supervision and reflective practice sessions.

6.5 Designated Safeguarding Lead (DSL)

- Maintains oversight of safeguarding across the provision.
- Ensures staff training is up to date and safeguarding procedures are followed.
- Leads safeguarding audits as part of the QA framework.
- Reports safeguarding outcomes to leadership and governing bodies.

6.6 Governors/Trustees

- Hold leaders accountable for the quality of provision.
- Monitor QA outcomes through regular reports and meetings.
- Ensure compliance with statutory and commissioning requirements.
- Support the vision and ethos of the provision.