

## **Provider Self-Assessment and Due Diligence Checklist**

Once completed, please return this form to: [sctmonitoring@gloucestershire.gov.uk](mailto:sctmonitoring@gloucestershire.gov.uk)

If you require any assistance in completing this form, please contact the Specialist Commissioning Team on the email address above.

### **Contact Details**

Provider Name:	Severn Mentoring	
Service Type:	<input checked="" type="checkbox"/>	Tutoring
	<input checked="" type="checkbox"/>	Mentoring
	<input type="checkbox"/>	Therapy
	<input type="checkbox"/>	Other – please specify: .....
Address:	Forest Sports Education Kings Building Hill Street Lydney GL15 5HE	
Telephone:	07515508643 + 07990624347	
Email:	<a href="mailto:Josh@prostars-fse.com">Josh@prostars-fse.com</a> + <a href="mailto:Jack@prostars-fse.com">Jack@prostars-fse.com</a>	
Website address (if applicable):		
Service logo (if applicable):		

### **Service Details**

Service description (Please provide a brief description of your provision offer):
<p>At Severn Mentoring, we believe every young person deserves a bridge to a brighter future — one built on opportunity, belief and purpose.</p> <p>We deliver a transformative alternative provision that blends mentoring, tuition and personal development to help learners overcome barriers, rediscover confidence, and make meaningful progress in both life and learning.</p> <p>Every learner's journey is different, and so is our approach. We meet each individual where they are — offering understanding, consistency and structure — and guide them towards achievable goals that restore belief and inspire lasting change.</p>

Our provision extends beyond community-based mentoring. Learners also access our dedicated educational setting, where they can receive tailored tuition, develop essential skills, and regain confidence in a supportive and structured learning environment. This connection between mentoring and education helps prepare learners for reintegration into mainstream or further education — or for a positive next step that’s right for them.

We’re proud to work in partnership with local authorities, schools, and community organisations, drawing on strong links with local sports clubs and the outdoors to enrich each learner’s experience. From one-to-one mentoring to group sessions and structured educational programmes, every pathway is designed to support academic progress, emotional wellbeing and personal growth.

At Severn Mentoring, success isn’t defined by a single destination — it’s defined by progress, confidence, and the courage to move forward.

Together, we help young people cross the bridge from potential to achievement.

Age range:

6 - 25

List of programmes and accreditations (if applicable):

### **Severn Mentoring Programme 1 – Educational Pathway (Ages 6-25)**

#### **Programme Overview**

At **Severn Mentoring**, we provide a tailored mentoring and tuition programme for young people aged **6–25**, designed to build confidence, independence, and positive life direction. Our approach combines academic support, emotional wellbeing, and real-world learning experiences — helping each learner reconnect with education, develop vital life skills, and re-engage with their community.

Our programme provides structure, consistency and personal growth through the following key areas:

#### **Academic Support**

We provide targeted support in **Maths and English**, using platforms such as **Doodle Learning / Century TECH** to promote engagement and measurable progress. Learners can also access **ASDAN-accredited courses** to develop employability, personal effectiveness,

and life preparation skills — ensuring that education remains relevant, inclusive and achievable for every learner.

### **Social Integration & Community Engagement**

Through guided community-based activities, learners develop **social skills and confidence** by engaging in local opportunities and amenities. We help young people explore safe use of **public transport**, visit community hubs, and experience real-world settings that build responsibility and awareness.

### **Life Skills & Independence**

We teach essential life skills including **cooking, hygiene, and money management**, promoting independence and practical readiness for adulthood. Sessions embed **healthy lifestyle habits**, with a focus on **nutrition, physical activity, and wellbeing**.

### **Personal Development & Wellbeing**

Every learner receives dedicated mentoring support to build **emotional wellbeing, resilience, and self-confidence**. Our mentors focus on **goal setting**, reflection, and **developing social and communication skills** in a positive, trusting environment.

### **Character, Values & Positive Behaviour**

Using our **Xello learning platform**, learners explore **British values**, citizenship, and future pathways — supporting moral understanding and aspirations for the future. The programme also aims to **reduce negative behaviours and risk-taking**, replacing these with a sense of ownership, purpose and pride in progress.

### **Attendance, Engagement & Transitions**

We work closely with families, schools and local services to **improve attendance, punctuality, and commitment**, while supporting learners through **transitional periods** such as reintegration into education, post-16 transitions, or progression into training and employment.

## **Severn Mentoring Programme 2 – Educational Pathway (Ages 16–25)**

### **Programme Overview**

At Severn Mentoring, we deliver a bespoke mentoring and tuition pathway for young people aged 16–25, designed to bridge the gap between education and employability. Our Educational Pathway focuses on skills for work, independence, and wellbeing, helping learners who may have disengaged from education or face barriers to progression find a structured route towards purposeful futures.

We combine ASDAN-accredited learning, work-readiness development, and personal mentoring within a supportive framework that promotes confidence, resilience and independence.

This pathway supports those preparing for employment, training or higher education — offering realistic, empowering steps toward personal success.

#### **Accredited Learning & Employability Skills**

Learners undertake ASDAN courses that provide recognised qualifications in employability, personal and social development, and independent living.

Alongside this, our Work Skills Programme focuses on:

- CV writing and personal presentation
  - Interview preparation and workplace expectations
  - Power skills such as teamwork, communication and adaptability
- these sessions are practical, relevant, and personalised — helping each learner identify strengths, develop transferable skills and prepare for the world of work.

#### **Volunteering, Mentoring & Guidance**

Every learner is paired with a dedicated mentor who provides guidance, encouragement and accountability.

Learners also take part in volunteering placements within their local community, allowing them to gain experience, develop reliability and contribute positively to society.

This combination of one-to-one mentoring and community engagement promotes both personal growth and a sense of social responsibility.

#### **Life Skills & Independence**

Our programme actively develops practical life skills essential for adulthood and independent living.

Learners take part in sessions covering:

- Cooking and healthy eating
- Hygiene, self-care and household organisation
- Budgeting, saving and money management
- Use of public transport and safe travel planning

Each activity is designed to build everyday confidence, self-reliance and readiness for independent living.

#### **Health, Wellbeing & Positive Lifestyle**

Physical and emotional wellbeing underpin all aspects of the programme.

We encourage a healthy, active lifestyle through nutrition education, physical activity and

mental health awareness sessions.

Learners are supported to build emotional regulation, resilience and self-belief — essential for sustaining employment, relationships and long-term wellbeing.

#### Social Integration & Community Access

Learners are encouraged to engage positively with local amenities, services and community opportunities.

Through structured social and community-based activities, they develop communication skills, teamwork and personal responsibility — building social confidence and community awareness in real-world settings.

#### Personal Development & Behaviour

Mentors help learners set individual goals, reflect on progress and understand the impact of their choices.

The programme actively works to reduce negative behaviours and risk-taking, while reinforcing personal values, respect and self-discipline.

Using reflective practice and restorative approaches, learners build self-awareness and a sense of purpose.

#### Attendance, Engagement & Progression

Consistency and accountability are built into the structure of the programme.

We work closely with families, schools, local authorities and community partners to:

- Improve attendance and punctuality
- Sustain engagement through mentoring and supervision
- Support transitions into further education, apprenticeships or employment

Progress is tracked through mentoring reviews, attendance monitoring and individual development plans.

#### Programme Outcomes

By completing the Severn Mentoring Educational Pathway, learners will:

- Gain accredited ASDAN qualifications and work-readiness skills
- Develop independence, resilience and confidence
- Improve attendance, punctuality and engagement
- Strengthen emotional wellbeing and self-esteem
- Reconnect with education, training, volunteering or employment opportunities
- Build a foundation for independent, sustainable living

#### Programme costs:

£52ph (based on 15 hours a week minimum delivery)

£30 travel expenses

£5 daily cost for lunch

Needs that can be met:	
✓	Social, emotional and mental health needs
✓	Speech, language and communication difficulties
✓	Moderate learning difficulties (MLD)
✓	Specific learning difficulties (e.g. dyslexia)
<input type="checkbox"/>	Severe learning difficulties
✓	Autism (without MLD/SLD)
<input type="checkbox"/>	Autism (with MLD/SLD)
<input type="checkbox"/>	Profound and multiple learning difficulties
<input type="checkbox"/>	Physical disability
<input type="checkbox"/>	Visual impairment
<input type="checkbox"/>	Hearing impairment
<input type="checkbox"/>	Multisensory impairment
✓	Offending
✓	School phobic
<input type="checkbox"/>	Other – please specify: .....

## Management

Who takes day-to-day responsibility for the management of the provision:	Richard Kear – CEO Jack Fowler – Manager Josh Carter – Manager Heidi Lane – Operations Manager
Management contact details:	Richard Kear – 07717840231 Jack Fowler – 07990624347 Josh Carter – 07515508643 Heidi Lane – 07966405892
Details of staffing levels and structures:	Richard Kear – CEO Jack Fowler – Manager Josh Carter – Manager Heidi Lane – Operations Manager Jordan Fishwick – Head of Tuition Caroline Kear – Tuition Lead

## Policies and Procedures Checklist

Please **attach the policies** to the email on return. Please refer to the 'Section 11 Self Assessment Audit Tool' for support and guidance.

If sending large and/or a number of documents then the following link below can be used to safely deliver them to us: <https://gloucestershire.egressforms.com/>

Please provide evidence of your company policies or procedures in respect of the following areas:	Date policy/ procedure was created	Date policy/ procedure is to be reviewed	Date received (GCC use only)
<b>Statement of Purpose</b> (this should outline what the provision is going to offer so that we can share this with professionals looking to place a child or young person)			
<b>Business Continuity Plan</b>	01/09/2025	01/09/2026	
<b>Safeguarding Policy and/or Child Protection Policy</b>	01/09/2025	01/09/2026	
<b>Missing Persons Policy</b>	01/09/2025	01/09/2026	
<b>Exploitation Policy</b>	01/09/2025	01/09/2026	
<b>Lone Working Policy</b>	01/09/2025	01/09/2026	
<b>Behaviour Management Policy</b>	01/09/2025	01/09/2026	
<b>Recruitment and Selection Policy</b>	01/09/2025	01/09/2026	
<b>Training and Development Policy</b>	01/09/2025	01/09/2026	
<b>Training Matrix</b>	01/09/2025	01/09/2026	
<b>Data Protection, to include GDPR</b>	01/09/2025	01/09/2026	
<b>IT and Internet Safety Policy</b>	01/09/2025	01/09/2026	
<b>Equality and Diversity Policy</b>	01/09/2025	01/09/2026	
<b>Whistleblowing Policy</b>	01/09/2025	01/09/2026	
<b>Complaints Policy/Procedures</b>	01/09/2025	01/09/2026	

<b>Insurance Certificates to include: Professional Indemnity, Public Liability and Employers Liability</b>			
<b>Health and Safety Checklist (for providers who have properties)</b>			
<b>Fire Risk Assessment (for providers who have properties)</b>			
<b>Gas and Electric Safety Certificates (for providers who have properties)</b>			
	<b>Please complete:</b>		
<b>Ofsted / CQC Registration Number (if applicable):</b>			
<b>Have you undertaken services for any local authority (including GCC)?</b>	<b>If YES, please provide contact details for a reference to this effect:</b>		
	<b>Name:</b>	Fliss Simister	
	<b>Local Authority:</b>	FVAF / GCC	
	<b>Job title:</b>	Forest Youth Association Manager	
	<b>Email address:</b>	<a href="mailto:fliss@fvaf.org.uk">fliss@fvaf.org.uk</a>	
	<b>If NO, please provide contact details of 2 references who can confirm your suitability to undertake this service:</b>		
	<b>Name 1:</b>		
	<b>Company 1:</b>		
	<b>Job title 1:</b>		
	<b>Email address 1:</b>		
	<b>Name 2:</b>		
	<b>Company 2:</b>		
	<b>Job title 2:</b>		
<b>Email address 2:</b>			
<b>Evidence of Financial Viability</b> Please provide assurance of your financial position in a statement letter from a financial specialist (e.g. accountant of an accountancy firm, bank or financial services firm)			
<b>Comments/Queries/Notes:</b>			



## 1. Safeguarding

Lead member of staff responsible for safeguarding:	Richard Kear Josh Carter Jack Fowler
Contact details:	Richard Kear – 07717840231 Josh Carter – 07515508643 Jack Fowler - 07990624347

	Evidence indicators	Please indicate if this fully met/partially met/not at all	Indicate if N/A
1.1 Appropriate access is in place for the site being used.	Secure entrances		
	Site is secure		
	Sign in book		
	Sign in procedures		
1.2 A designated lead for Child Protection	Lead identified in policy documents		
	All staff are made aware of safeguarding lead		
1.3 All staff and volunteers have current DBS checks which are recorded on a central register	Central DBS register		
1.4 Safeguarding/ child protection policies are in place and are up-to-date	Name and contact details of those responsible for safeguarding		
	Safeguarding/child protection policies are in place		

	Induction procedure and resources for new staff		
1.5 Refresher training is provided annually for all staff	Records of staff safeguarding certificates		
	Safeguarding training and information plan		
1.6 The organisation has an e-safety/acceptable use policy and anti-bullying policy signed by staff and pupils	E-safety/acceptable use policy and anti-bullying policy		
	All staff trained in e-safety and anti-bullying		
1.7 All members of staff know what to do if a disclosure is made	Information is available on how child protection concerns are raised (including information to visitors and parents)		
	Log sheet		
1.8 All staff are aware of the advice given from the health and safety executive about lone working	A lone working risk assessment has been carried out		
	Policy in place for lone working		
	Resources available for safe lone working		

## 2. Health and Safety

Lead member of staff responsible for health and safety:	Richard Kear
Contact details:	07717840231

	Evidence Indicators	Please indicate how far this requirement is met:	Indicate if N/A:
2.1 An up-to-date Health and Safety policy is in place and accessible to all staff, young people and visitors. There is a designated person who is ultimately held responsible for health and safety	Knowledge of requirements of health and safety legislation		
	Health and safety signs and notices within premises and a displayed notice naming the designated person for health and safety to whom any issues should be reported		
2.2 Risk assessments have been carried out to identify significant risks on site	Adequate risk control measures		
	Record of reviews at least annually		
2.3 Fire drills take place regularly	Fire extinguishers tested regularly		
	Staff trained in fire prevention measures		
	Log book with evidence of fire drills and tests of fire alarm		
2.4 Public liability insurance policy is current and the	Public liability insurance documents		

insurance certificate is available			
2.5 First aid equipment and/or facilities are readily available	Access to a qualified first aider/appointed person		
	Recording systems for accidents and first aid treatments and procedure for notifying schools		
	List of trained first aiders available		
2.6 Arrangements are in place for supervision of young people	Rotas and arrangements/schedules		
	Ratios of staff are identified according to need		
2.7 All staff currently trained in safe intervention and behaviour management	Records of training		
	Registration documentation		