Alternative Provision Policy

Policy Type:	**Trust Policy**
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Approved By:	**Standards and Strategic Development Committee (SSDC)**
Approval Date:	**27/09/2023**
Review Date:	**September 2025**
Person Responsible:	**Head of Safeguarding**

Our Christian Ethos and Values

All policies within the Diocese of Norwich Education and Academies Trust (hereafter referred to as "the Trust"), whether relating to an individual academy or the whole Trust, will be written and implemented in line with our Christian ethos and values.

We have high ambition for all, and we truly value the wider educational experience.

We walk and talk our Christian values. We put people at the centre of the organisation and want to see them flourish and grow. Our schools are inclusive, welcoming those of all faiths and none.

Overall accountabilities and roles

The Trust has overall accountability for all its academies and staff. Through a Scheme of Delegation for each academy it sets out the responsibilities of the Trust, its Executive Officers, the Local Governing Body and the Principal / Head Teacher. The Principal / Head Teacher of each academy is responsible for the implementation of all policies of the Trust.

All employees of the Trust are subject to the Trust's policies.

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1. References and links to other policies

Alternative Provision Statutory guidance for local authorities; January 2013

Independent schools inspection handbook - GOV.UK (www.gov.uk)

https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

School inspection handbook - GOV.UK (www.gov.uk)

School suspensions and permanent exclusions - GOV.UK (www.gov.uk)

Working together to improve school attendance - GOV.UK (www.gov.uk)

Unregistered independent schools and out of school settings

Education for children with health needs who cannot attend school

S16 Safeguarding Policy

Attendance Policy

Behaviour Policy

Main legislation covering the duties and powers relating to these issues:

Section 19 of the Education Act 1996, as amended by section 3A of the Children, Schools and Families Act 2010;

Section 29A of the Education Act 2002; Sections 6A and 100 of the Education and Inspections Act 2006;

Sections 1C and 4 of the Academies Act 2010 (as amended); The Education (Pupil Referral Units)

(Application of Enactments) (England)4 Regulations 20071; The Education (Pupil Referral Units) (Management Committees etc.) (England) Regulations 2007; The Education (Educational Provision for Improving Behaviour) Regulations 20102

The Education (Short Stay Schools) (Closure) (England) Regulations 2010;

The Pupil Referral Units (Miscellaneous Amendments) (England) Regulations 2012; and

The Schools Forums (England) Regulations 2012.

2. Definition and purpose

For the purposes of this policy, the definition of alternative provision is as follows: education arranged by for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; education arranged by schools for pupils on a fixed period exclusion; and pupils being directed by schools to off-site provision to improve their behaviour.

This policy aims to provide clear guidance to colleagues and partners in the commissioning of 'unregulated' alternative provision (AP). The term 'unregulated' (also referred to as unregistered) to define an AP setting which is not a registered school or college (for pre-16 pupils). There are, however, unregulated AP settings which are registered for post-16 and also offer education/training to school-age pupils.

Unregulated AP settings may deliver an educational, (academic and/or vocational), social, emotional, physical and/or sensory offer, during the school day, where that provision cannot be met in school.

Typically, unregulated AP settings are used to provide alternative education or training to pupils to complement their timetable and core offer in school. Current government guidance does not always differentiate between **regulated or registered AP** (e.g. an alternative school setting for a pupil who has been permanently excluded from school, such as a pupil referral unit or short-stay school, or a hospital school) and **unregulated** AP (e.g., where a young person may access a vocational course for 1-2 days per week). Pupils accessing unregulated AP remain on the roll of their home school. The guidance states:

- *Local authorities are responsible for arranging suitable education for permanently excluded pupils, and for other pupils who – because of illness or other reasons – would not receive suitable education without such arrangements being made.*
- *Governing bodies of schools are responsible for arranging suitable full-time education from the sixth day of a fixed period exclusion.*
- *Schools may also direct pupils off-site for education, to help improve their behaviour.*
- ***Statutory guidance sets out the Government's expectations of local authorities and maintained schools who commission alternative provision and pupil referral units and the power of schools to direct a pupil off-site for education to improve behaviour. This legislation does not apply to Academies. They can arrange off-site provision for similar purposes under their general powers, set out in the Academy Trust's Articles of Association. Though the regulations and guidance do not apply, they can provide Academies with an example of good practice.***
- *Governing bodies of maintained schools have the power to direct a pupil off-site for education to improve his or her behaviour. The Secretary of State has made regulations, as is required by the related primary legislation, concerning schools' use of this power.*
- ***Government expects those who are not legally required to have regard to the statutory guidance to still use it as a guide to good practice. DNEAT and ST Benet's Multi Academy Trusts (delete as appropriate) recognise this guidance as good practice to follow:***

    - *ensure that parents (and the local authority where the pupil has an EHCP) are given clear information about the placement: why, when, where, and how it will be reviewed.*
    - *keep the placement under review and involve parents in the review. The regulations specify regular reviews but do not specify how often reviews must take place (that should be decided on a case-by-case basis). Reviews should be frequent enough to provide assurance that the off-site education is achieving its objectives, and that the pupil is benefitting from it; and have regard to guidance from the Secretary of State on the use of this power.*
    - As above, schools may commission off-site alternative provision (registered or unregistered) to improve behaviour, help prevent a suspension or permanent exclusion, or arrange suitable education for a suspended pupil (from the sixth school day of a suspension or permanent exclusion) under section 100 of the Education and Inspections Act 2006. Governors and Headteachers must adhere to the regulations set out in School suspensions and permanent exclusions - GOV.UK (www.gov.uk). For further detail on the use of off-site direction to improve behaviour, see the Norfolk County Council Directory of Unregulated Alternative Provision at Unregulated alternative provision templates - Schools (norfolk.gov.uk) and for Suffolk Suffolk Alternative Provision Directory

Pupils who may benefit from unregulated AP are often within the most vulnerable cohort. They may have special needs (with or without an EHCP), medical needs, attendance difficulties, challenging behaviour, a social worker, be suspended (after day 6), at risk of permanent exclusion, in care and/or known to supporting agencies such as the Youth Justice Service for example.

Unregulated AP settings are not inspected by Ofsted or any other national body, though Ofsted inspectors may visit an unregulated AP setting as part of a school's inspection (see Section 3. Ofsted).

The lack of a set of national standards or inspectorate, and the fact that it is often the most vulnerable pupils who access such provisions make it imperative that the commissioning of unregulated AP is carried out in the best interests of the pupil, with safeguarding as a priority. This policy aims to ensure that all colleagues involved in the commissioning of unregulated AP follow correct procedures.

3. Ofsted

During an Ofsted inspection, If the school uses off-site alternative provision, the lead inspector will request further details about this. Below are two paragraphs taken from the inspection handbook. Further detailed information can be found in the School Inspection Handbook

419. Inspectors will consider:

- *the reasons why leaders considered off-site provision to be the best option for the pupils concerned, and whether leaders have kept that under review*
- *whether leaders have made the appropriate checks on the registration status of the provision and how that has influenced their decision to use that provider*
- *what safeguarding checks leaders have made and continue to make to ensure that the provision is a safe place for their pupils to attend*
- *the extent to which leaders ensure that pupils benefit from a well-planned and sequenced, well-taught, broad and balanced curriculum*
- *the attendance and behaviour of the pupils who attend the provision*
- *how well the provision promotes pupils' personal development*

421. A school is likely to be judged inadequate for leadership and management if:

- *it is making ineffective or inappropriate use of alternative provision*
- *it is using inappropriate alternative provision*
- *leaders have not taken the necessary steps to assure themselves of the suitability of a provision*
- *leaders are not aware of how many of their pupils attend alternative provision*
- *leaders are not taking responsibility for their pupils who attend alternative provision*

4. Safeguarding

When an academy decides that they would like to undertake an Alternative Provision placement for a pupil, they must discuss with the Head of Safeguarding so that the **Alternative Provision Quality Assurance Document and risk assessment can be completed pre-placement. The academy or the Head of Safeguarding could complete quality assurance and risk assessment but this must be discussed and the decision must be made with the Head of Safeguarding.** This is **i**n order to check safeguarding arrangements at each unregulated AP setting used and a clear agreement on how

safeguarding concerns will be communicated, followed up and by whom; and how regular communication between the school and unregulated alternative provision will be conducted.

Keeping Children Safe in Education 2024 requires the following:

171: Where a school places a pupil with an alternative provision provider, it continues to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupil's needs.

172. The cohort of pupils in Alternative Provision often have complex needs, it is important that governing bodies and proprietors of these settings are aware of the additional risk of harm that their pupils may be vulnerable to.

333. Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil, (further information provided in part 2).

334. Schools should obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff.

All unregulated settings commissioned provide the Alternative Provision setting with the name and contact details *(telephone and email)* for the school's Designated Safeguarding Lead.

Pupils attending off-site AP are a standing agenda item for DSL meetings, to ensure that colleagues responsible for safeguarding are able to address issues and identify any patterns or trends.

The Alternative Provision Quality Assurance is undertaken before the child starts which assures the academy that there are appropriate safeguarding arrangements in place. Following this initial visit **a post visit risk assessment will be completed (Appendix 2).** A schedule of visits should be implemented to provide ongoing assurances that the unregulated AP is appropriate for the child and safeguarding arrangements in place are robust. These should be completed on Appendix 4 Safeguarding Review and should happen at least each half term.

Assurances from the unregulated AP in relation to their safeguarding policy, and procedures, the training attended by staff and that appropriate safer recruitment checks have been undertaken as required in part 3 of Keeping children safe in education - GOV.UK (www.gov.uk). **See Appendix 1 Alternative Provision Quality Assurance Document.**

Pupils attending unregulated AP should know how to report worries or concerns and to whom. This should be the same for their parents or carers. There should be a relationship where children can talk freely to all members of staff if they are concerned or worried. Children will be reassured that they are safe and everything they say is taken seriously.

*S*taff at the academy will have regular communication with the child to give them the opportunity to share what is going well and ask if they have any concerns.

5. Attendance

It is essential that the unregulated AP setting communicates attendance on a **daily** basis. Agreement on how and at what time this will be done must be reached and recorded pre-placement via the Quality Assurance Checklist (Appendix 1), It is not sufficient for an AP setting to only communicate absence; schools must be informed of positive attendance within 30 minutes of the pupil's planned arrival at the AP (unless accompanied by a member of school staff).

Pupils attending an off-site **registered** AP school (such as a PRU or hospital school) should be coded as D as they will be temporarily dual-registered.

Pupils attending off-site unregulated AP where there is **face-to-face, supervised provision**, should be coded as B in the register, but only once the AP setting has confirmed daily attendance. The register **must not** be flood-coded ahead of time.

Some pupils may be accessing online provision which is not face-to-face (even on screen); this should be coded as C.

Further detail and guidance is available at Working together to improve school attendance - GOV.UK (www.gov.uk)

6. Pre-placement

Pre-placement, the academy will ensure that the following checklist has been met:

i. Liaison with all relevant stakeholders (including the pupil, parent carer, EHCP Coordinator, social worker, Virtual School Advisor for Children in Care, health professional etc.) to ensure that the planned provision is in the best interest of the child
ii. Following initial contact with the AP setting, a site visit will be conducted using the Quality Assurance Documentation (Appendix 1). The academy may request that the Head of Safeguarding attends to support completing the visit record.
iii. The academy as part of the site visit request to copies of all relevant policies including safeguarding policy, training certificates and risk assessments for the activities outlined.
iv. Following the site visit a subsequent risk assessment will be completed and a decision made whether to proceed with the placement.
v. The academy then completes the **Admissions and Service Level Agreement Form (Appendix 3).** The alternative provision may have it's own admission form and SLA instead but it must include the following:
    a. Key pupil details
    b. Emergency contacts
    c. Agreed course offer, start date, length of course including a taster day if appropriate
    d. Agreement that the pupil will attend **no more** than 4 sessions (2 days) per week, to avoid any risk of the setting being deemed an illegal school.
    e. Key professional contacts
    f. Core aims and objectives of the placement.
    g. How progress will be monitored and communicated back (when, how, how often)
    h. If and how the placement contributes to the pupil's post-16 plans where applicable.
    i. SEND/EAL needs of the pupil, including relevant EHCP targets as appropriate.
    j. If appropriate, links to the pupil's Individual Healthcare plan; GP contact details
    k. Youth Justice Service contacts if appropriate
    l. How **daily** attendance will be reported back to the academy, procedures for non-attendance.

m. School DSL contact details and agreement for the recording and communicating of safeguarding concerns.
n. Photo consent
o. Agreement of what will happen if the pupil is suspended from school and the suspension impacts on the days during which they would normally be at the AP
p. Equipment, clothing required.
q. Contact with animals and any relevant risk assessments.
r. Transport.
s. How lunches and/or snacks will be provided; especially if the pupil is in receipt of Free School Meals, and/or if they have a food allergy/intolerance/are pregnant etc.
t. How the setting/school will communicate with parent/carers
u. If a TA or other school colleague will accompany the pupil, their contact details and what will happen if that colleague is absent for any reason.

vi. If relevant, a pre-placement baseline assessment (helpful if the placement is for social, emotional and/or to improve behaviour). Suggestions are available in the document Baseline Assessments (Appendix 5) if the school does not already have a social and emotional tracking system in place.
vii. Funding: additional funding may be available to the school for an AP placement. Please refer to SEND funding - Schools (norfolk.gov.uk) or Suffolk- Sendiass for further guidance
viii. The operational lead for the oversight of pupils attending off-site AP will ensure that all relevant documentation (including emails) are stored centrally to ensure access as required. Access to key information should depend on the system, not a person.
ix. The Academy understands that when AP is commissioned to meet the specific needs of a pupil, they have the responsibility to ensure that the pupil is not disadvantaged in respect of being kept safe, attendance or educational outcomes, including personal development (access to visits and trips, for example).

7. Placement review

Pre-placement, *the academy* and the AP provider will have agreed the frequency and method of progress reporting. This should take place at least once every half-term.

During the placement, a school colleague will visit the pupil on site and observe them in an activity. This will be recorded on **Appendix 4- Safeguarding and Progress Review**

Where possible, the pupil's perspective and views should be recorded on the form **Appendix 4- Safeguarding and Progress Review.** If special needs are a barrier to communication, other methods may be appropriate (such as photographs showing that a non-verbal pupil is happy and engaged, for example).

Parent carers and the centre lead at the provision (or relevant tutor or key worker) should also be involved and their views recorded on the Safeguarding and Progreform. If relevant, other professionals (such as an EHCP Coordinator or Virtual School for Children in Care Adviser) may also contribute their views.

Evaluations and placement evidence may be shared during PEPs or EHCP reviews as appropriate.

If the Safeguarding and Progress Review highlights that changes are required to the offer, such as the type of activity, days or times attended etc., then this should be reviewed, and the admissions information/ service level agreement must be updated.

Any pre-placement baseline assessments may be repeated mid-placement to demonstrate progress.

8. End of placement

At the end of the placement, the placement review form Appendix 3- Safeguarding and Progress Review, should be completed by the school, pupil, AP setting and parent/carer. If relevant, other professionals (such as an EHCP Coordinator or Virtual School for Children in Care Adviser) may also contribute their views.

Any pre-placement baseline assessments may be repeated at the end of the placement to demonstrate progress.

9. Governance

The Academy will ensure that there is effective governance and oversight of the academy's commissioning of unregulated AP.

The governing body will monitor the Academy's use of unregulated AP via the Headteacher's termly report to governors (if a section for this does not pre-exist, it is recommended that it be added) and via the operational lead for this area of work.
The Trust will ensure that this policy is updated annually, in line with national and local guidance.

Appendix 1- Alternative Provision: Quality Assurance Documentation

Academy Name	
Provision Name	
Visit Date	
Visit Completed By	
Academy lead DSL name and contact details	
AP lead DSL name and contact details	

Key contacts

Role	Contact number	Email
Head of Centre		
Designated Safeguarding Lead		
Point of contact		

The provision

Provision	
Provision name	
Is the provider registered with Ofsted (provide DFE number)	
Last Ofsted visit date	
Most recent Ofsted judgment	
Date of LA QA visit	
Link to LA QA documentation if applicable	
Link to Ofsted report	
Link to the provisions' website	
Link to Safeguarding Policy	
Link to Health and Safety Policy	
How many children are on their roll?	
Staff numbers and ratios	

How many staff are first aid trained (and when does this expire?)	
Assurance that the child will not be mixing with post-16/ adults who are not staff whilst at the setting.	
Valid Insurance Certificate? £10 million public/employers liability insurances.	
Who is the careers lead at school? Are they aware of this placement? Will any careers advice be provided during this placement? Will the placement involve any work experience?	
What would happen if the child received a suspension from school? How will this impact on AP?	
Provide detail of what will be required ahead of the placement/what the AP setting will provide/if funding is required etc. (e.g., hard hats, appropriate footwear etc.)	
Has an appropriate risk assessment with regard to the use of tools, machinery and/or digital equipment been agreed?	
How will the young person receive appropriate induction in handling/assisting with animals? Is any appropriate clothing required? Are there any health risks associated with contact with animals (e.g., allergies)?	
Lunch/ snacks Are snacks/lunch provided? If the young person receives Free School Meals, how will the school ensure that lunch is provided? (e.g., if a packed lunch is provided	

at school, but the young person is travelling direct from home) Does the young person have any food allergies/dietary requirements? Is there a setting policy (e.g., no nuts on site etc.)? Is there a tuck shop and/or vending machine on site? What is provided? Will the young person require cash? Is drinking water provided on site?	
Is there anything known about the provision locally?	

Core roles

A Designated Safeguarding Lead has been appointed.	
The Designated Safeguarding Lead is a member of the Senior Leadership Team.	
At least one Deputy Designated Safeguarding Lead has been appointed.	
The Designated Safeguarding Lead or (their Deputy) is always available during the core hours that the setting operates.	
The setting has a Prevent Duty Lead.	
The setting has an e-safety Lead.	
The setting has an Attendance Lead.	

Safeguarding Policy and Key Staff

Safeguarding Policy	
Policy is publicly available (on the setting website) and has been reviewed within 12 months (dates on front cover)	
Policy states the settings commitment to developing a culture of safeguarding and vigilance	
Includes the definitions, signs and symptoms of the four kinds of abuse and neglect	
Includes the settings guidance on reporting and recording all concerns	
Provides details of the Designated Safeguarding Lead and their Deputies	

Outlines the role of the Designated Safeguarding Lead	
Identifies the person responsible for the governance of safeguarding (Safeguarding Trustee)	
Policy is clear about how concerns about adults working in the setting are managed	
Policy identifies training opportunities of staff in different roles	
The Policy is clear about how concerns about adults working in the setting are managed	
Policy also includes:	
Up to date information re: teaching pupils about safeguarding	
Details of Early Help local arrangements, including contacts and reasons for referral	
Details of Specific Safeguarding and Child Protection Issues (as per KCSIE 2023):	
• Mental Health	
• Child Abduction / Community Safety Incidents	
• Children in the Court System	
• Children Missing Education	
• Children with Family Members in Prison	
• Child Criminal Exploitation	
• Child Sexual Exploitation	
• County Lines	
• Domestic Abuse	
• Homelessness	
• So-called Honour Based Violence and Signs, symptoms and mandatory reporting duty concerning Female Genital Mutilation	
• Preventing Radicalisation and the settings duties outlined in the CounterTerrorism and Security Act 2015	
• Children with Sexually Harmful Behaviour	
• Child on Child Abuse	
• Statement on Children and Young People who may be particularly vulnerable, including SEND students	
• Private Fostering	
• Looked After Children / Previously Looked After Children	
• Work Experience	
• Children Staying with Host Families	
Appropriate filtering and monitoring systems on devices and networks.	

Additional Information / Comments

Site Security

Points of Access and Physical Security

How is the site secured?
How is access gained by students/parents/visitors
Is the reception a secure area?
Is CCTV in use / available? How is this monitored securely?
Duty staff/non-timetabled time supervision arrangements
Any concerns regarding current site security arrangements?

Identification and Management of Visitors

What are the signing in arrangements for visitors?
How are visitors informed of safeguarding arrangements?
How are visitors identified?
What are the uniform requirements?

Additional Information / Comments

Safer Recruitment

The Single Central Record (SCR)	
The provision has a SCR	
The SCR covers all staff working in the provision	
All adults engaged in teaching work have been checked against the teacher prohibition list	
All staff have been subject to an Enhanced check (including barred list information)	
The provision seeks (at least two) references for all adults working in the provision	
The provision completes relevant checks on staff who have worked overseas	
Managers have been subject to S128 prohibition checks	
Supply staff working in the provision are included on the record	
The provision sees a comfort document for any supply staff working at the provision and sees a DBS certificate on arrival.	
The provision records third-party agency staff (those contracted to work with children)	
The DSL / Principal reviews the SCR with the SCR Administrator regularly (at least every ½ term)	

Additional Information / Comments

Safeguarding Training

The Designated Safeguarding Lead and Deputy Designated Safeguarding Lead(s)

The Designated Safeguarding Lead	
The Designated Safeguarding Lead (and Deputy) has undertaken full DSL training to provide them with the knowledge and skills to undertake the role?	
The DSL and Deputy DSL Training is in date (reviewed every two years)?	
Valid DSL Certificates for all DSL trained staff seen by Reviewer?	
Valid DSL Certificates held centrally within provision and copies sent to Safeguarding Directorate to ensure full compliance?	
Does the DSL receive LA updates / attend workshops at least annually?	

Additional Information / Comments

All Staff

Staff Training	
All staff have undertaken Safeguarding Update INSET training within the last 12 months.	
Staff receive safeguarding and child protection updates (via email, e-bulletins and staff meetings)	
All staff have received and read a copy of Keeping Children Safe in Education (part 1 and Annex A) and feel that they understand it in relation to their role	
Leadership and relevant staff has an awareness and understanding of provisions in place including understanding of roles and responsibilities in relation to filtering and monitoring.	
Where new staff join the setting throughout the year they receive a thorough induction which includes appropriate safeguarding training	
Staff understand their duties in relation to female genital mutilation	
An appropriate number of staff have been trained in positive handling / positive handling training has been considered against current risk / need	
Appropriate Staff have safer recruitment training and certificates have been seen by Reviewer	

Additional Information / Comments

Safeguarding Risks and the Curriculum

Identification of Risks to Pupils

What are the key safeguarding risks faced by pupils at this provision?
Additional Considerations:
How are risks identified/reviewed/addressed?

Opportunities to Teach Safeguarding Based on Risks

How does the curriculum enable pupils to identify, understand, cope with and develop resilience to the risks they face?
What are the expectations of pupil behaviour? How are they shared and agreed with the pupil?

If you can speak to pupils, ask:

What do you understand 'Safeguarding' to mean? *
Do you feel safe at provision?
Is there anything that makes you feel unsafe at provision?
Does provision teach you how to stay safe outside of provision (including online) How are you taught this?
What do you understand the meaning of bullying to be?

How do staff deal with incidents of bullying?
Do you think bullying is an issue here?
Is behaviour good at this provision? (ask for examples of any behaviour)
Is poor behaviour addressed immediately? Is this consistent across all lessons?*
If you had a worry or concern, is there a member of staff you can talk to?
Are you aware of / worried about any risks within the community?*

Discussion with staff (non-leaders)

Can you identify all DSL's within the provision?
Do you fully understand the process for reporting a safeguarding concern?
If you were concerned about a safeguarding case or decisions made in relation to a case, what would be your next steps?
Do you feel supported by the Safeguarding Team / DSL's?
Are you provided with feedback on any concerns that you raise?

Are you involved in any support, either pastoral or safeguarding, for any students (and do not hold a specific pastoral or safeguarding role within the provision)?
Is behaviour good at the provision?
Are pupils safe here?
Would you say that the provision deals with bullying effectively?

Additional Information / Comments

Response to Pupil Absence

How and when will attendance at the AP setting with be communicated i.e date/ time. method
What are the local arrangements for a child who doesn't attend the provision as expected:
Additional processes for vulnerable students:
What is the information sharing process with the commissioning school?
What support is offered to students causing attendance concern?

How does the provision manage a child who leaves the provision during the timetabled day without authority?
Outline the procedure agreed with the provision regarding attendance reporting

Additional Information / Comments

Covid-19 Impact on Provision Safeguarding

How are students supported in the event of a closure?

Details of arrangements for ‘closing bubbles’ and continued wellbeing support alongside remote learning provision

Safeguarding incidents

Outline the provision’s procedure for managing new safeguarding concerns:

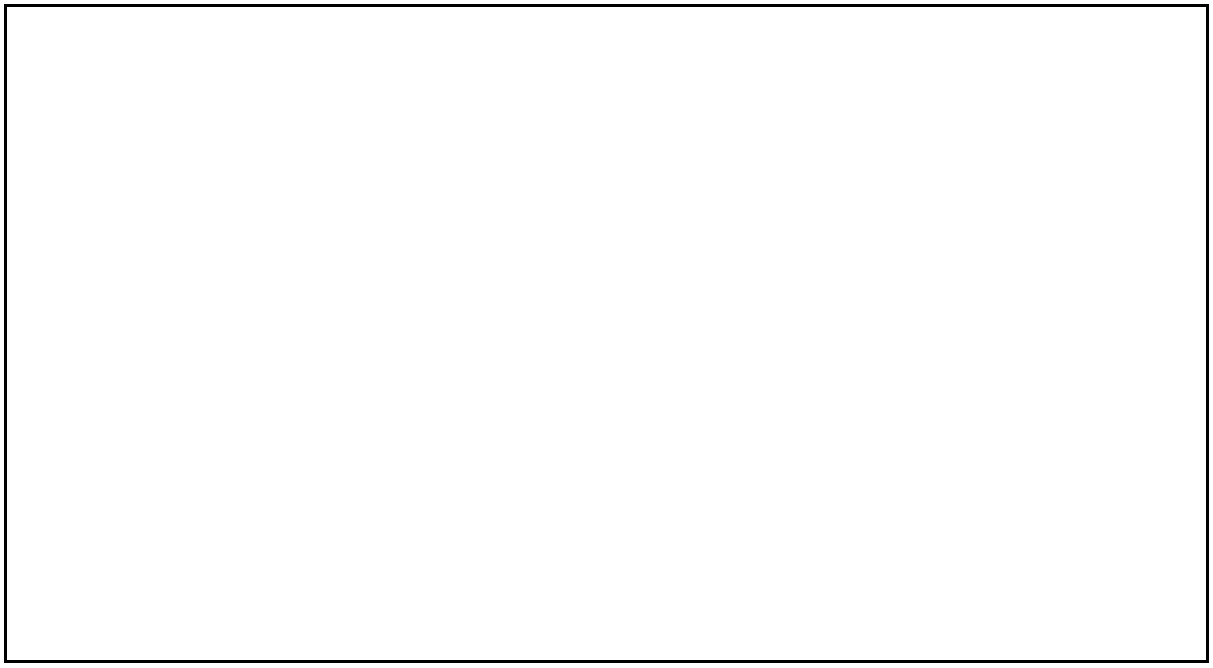
Outline the provision's procedure for reporting concerns to the commissioning academy:
What is the information sharing process for children who have social workers?
Who will attend multi-agency meetings related to the child?
How will the school communicate concerns with the commissioning academy?
How are safeguarding records stored?
Outline the procedure agreed with the provision regarding Safeguarding incidents

Outcomes for Learners		
Criteria	Y/N	Comments/Further Information
Does the provision have an initial assessment process?		
How does the provision regularly assess learners' progress?		
Are Individual Learning Plans in place, and do they include targets/reviews?		
Are progress reports sent to parents/carers?		
Teaching and Learning		
Criteria	Y/N	Comments/Further Information
Does the provision keep records of Continuing Professional Development?		
	Name	Centre No

Which awarding bodies does the provision work with?		
Are all the qualifications provided by the provision listed on the Ofqual website?	Y/N	If no, which are not?
Does the provision have a schedule for lesson observations?		
Who is responsible for internal verification?		
What are the progression routes for learners?		
Data Collection		
Criteria	Y/N	Comments/Further Information
How does the provision record data on achievement and progression?		
How many young attended the provision last year?		
Retention %		
% Attendance overall		

Additional Notes

Comments



Appendix 2- Risk Assessment

SGF9a – Quality Assurance post-visit risk assessment

Date completed:

Visit completed by:

Risk assessment completed by:

Area	Evidence base	What we are worried about	Mitigation	RISK
Leadership and Management	-			
Site Security	-			
Identification and Management of Visitors	-			
Safer Recruitment	-			

Safeguarding Training	-			
Teaching about safeguarding and the curriculum	-			
COVID – arrangements	-			
Response to Pupil absence	-			
Safeguarding incidents		1.	2.	

Outcome			
Overall risk level		Overall compliance	
Comments			
Decision			
Sign off			
Principal		Designated Safeguarding Lead	
Date:			
Signed		Signed	
Name		Name	

Appendix 3- Admissions and Service Level Agreement

This form could be replaced by the providers own admission and service level agreement but it must contain the same information.

STUDENT/PUPIL NAME	
DATE OF BIRTH	
GENDER	
Ethnicity[1]	
Asian or Asian British	
	Bangladeshi
	Chinese
	Indian
	Pakistani
	Any other Asian background
Black, Black British, Caribbean or African	
	African
	Caribbean
	Any other Black, Black British or Caribbean background
Mixed or multiple ethnic groups	
	Asian and White
	Black African and White
	Black Caribbean and White
	Any other Mixed or multiple ethnic background
White	
	English, Welsh, Scottish, Northern Irish or British
	Irish
	Gypsy or Irish Traveller
	Roma
	Any other White background
Other ethnic group	
	Arab
	Any other ethnic group
Academy	
Year group	
Name of Parent/Carer	
Email of parent/carer	
Mobile telephone	
Home telephone	
Work telephone	
Emergency Contact 1 Name/relationship	
Emergency Contact 2	

[1] List of ethnic groups - GOV.UK (ethnicity-facts-figures.service.gov.uk)

Telephone number	
School key contact name	
School key contact role	
School key contact telephone	
School key contact email	
ULN Number	
% attendance at time of referral	
SEND (None, K, EHCP)	
If the pupil has an EHCP attach targets to this referral?	
If the pupil has an individual learning plan or behaviour plan attach to this referral.	
If the pupil has a risk assessment, attach this to the referral.	
If the pupil is in Care, an Unaccompanied Asylum Seeker, or refugee has the Virtual School been made aware?	
If the pupil has an Individual Healthcare Plan, is it attached to this referral?	
Is the pupil open to social care?	
If any other agencies are involved, please list here	
Day(s) / timings required (NO MORE THAN 2 FULL DAYS OR 4 SESSIONS)	
Preferred attendance duration	*E.g., one term*

Arrangements to follow up non- attendance	
Proposed start date	
Proposed end date	
Does the YP attend any other Alternative Provision?	
If Yes, please specify days and times	
If Yes, which course(s) (provide level)	
Is the pupil a Young Carer?	
Is the pupil from a Gypsy, Roma or Traveller community?	
Photo consent Y/N	
Course/provision offer	
Days and times to attend (NO MORE THAN 4 SESSIONS TOTAL/2 FULL DAYS)	
Agreed taster date (if applicable)	
Time and method of arrival (please state if different on different days)	
Time and method of departure (please state if different on different days)	

AIMS AND OUTCOMES

KEY OBJECTIVE 1	
KEY OBJECTIVE 2	
KEY OBJECTIVE 3	
If these objectives are linked to PEP targets and/or EHCP outcomes, please list here	
How do the objectives meet the curriculum provision of this young person? If relevant, please provide any current levels in core subjects	
If the aims are social/emotional, will any baseline tests be completed at the beginning and then during/at the end of the placement to demonstrate progress?	

How will the AP setting communicate progress? (format/regularity) To whom?	
If progress is not evident, what steps will be taken?	
Will the young person be working towards any qualifications? If so, provide detail, with expected levels and completion timeframes	
Agree dates and times when the school/commissioner can visit the young person in the setting. (see 06Alternative Provision Progress Visit record)	
Agree that the school/commissioner may carry out unplanned visits to the young person in the setting	
If in KS4-5 (Y10-13), how will this placement contribute to post-16/18 planning for this young person?	

SEND/LAC/Health/YOT information

Core information **What are the key needs for this young person?** Does the young person require additional adult support? Will this be provided by the school? (e.g., TA) If so, what are their contact details? List the basics of what AP staff need to know (this can be expanded in detail if required)	
EHCP/PEP/ILP/BSP targets List any relevant targets from the pupil's EHCP, PEP, Individual Learning Plan or Behaviour Support Plan If relevant, list key targets related to mental health and/or Social, Emotional and Mental Health [SEMH] issues How will this placement support the pupil to achieve these targets? How will this information be shared with other professionals. Will AP colleagues be invited to reviews as appropriate?	
English as an additional language If the pupil speaks a language other than English as their first language, which languages are spoken at home? Will the pupil require any additional support? How will this be provided?	
Health	

Does this young person have an Individual Healthcare Plan? Supporting pupils with medical conditions at school - GOV.UK (www.gov.uk) Is there any other relevant health information?	
GP contact details	Please provide the name of the pupil's GP, surgery address and telephone number
YOT If the young person has a YOT worker, please add their contact details here.	

Transport How will the young person travel to and from the AP setting If by taxi, what are the key contact details for the taxi company?	

Signatures

We, the named persons below certify that we are authorised to refer the young person named and accept the terms of business as agreed with the referring agency/school.

We confirm that all details are current, correct and that all relevant information has been shared.

We agree to inform relevant parties (named below) of any changes in circumstance/support needs in writing/via email.

Signatory	Signature	Date
Parent/carer		
Young person		
School referrer		
AP contact/lead		
Other professional (name/role)		

A completed copy of this form will be forwarded to the AP provision and other relevant professionals.

Appendix 4- Safeguarding and Progress Review

Safeguarding review for use when visiting an alternative provision

Provider		Date of visit	
Person visiting		Signed	

Discussion point	Evidence base
Was this visit planned or unannounced?	
Was your identity checked and were you issued with safeguarding, fire and evacuation information?	
Was it easy to identify staff?	
Have any new staff started since your last visit, and have they been subject to the appropriate checks?	
The provision keeps maintains a single central record in keeping with KCSiE (2023) – When was this last checked by the provison?	
The commissioner and the provider have a shared understanding of safeguarding policies and procedures to be followed.	
Has any additional safeguarding training been provided since the last visit?	
Has the DSL/Deputy DSL undertaken designated safeguarding lead (DSL) training within the 2 years.	
Is attendance being tracked	
Is the site secure, and are health and safety risks promptly addressed by provision staff?	
Is the site restricted to registered pupils and the organisations own staff, visitors and volunteers are recorded appropriately and any checks made as required.	
Have all staff that work with children undertaken appropriate training, and is it been refreshed annually?	
Is the site keeping accurate and detailed child protection records, and are they been shared appropriately with the commissioning school?	
How many concerns have the provision shared with you since the last visit?	
All the concerns shared by the provision are recorded on our system, and appropriate action has been taken in each case?	
First aid equipment and/or facilities are readily available and in a maintained and ready for use?	
How does the provision evaluate the effectiveness of their own safeguarding	

provision and what are they doing to develop their practice?	
Is the provision sharing attendance information in line with the Service Level Agreement?	
Young person's views on the placement	Have you been enjoying the placement? What have you been learning? How has this helped you? What impact has it had on your time in school? What is the most useful thing about this placement? What support do you get here? If you weren't happy here, do you know who to speak to?
Parent/carer views on the placement	Is your child enjoying the placement? Have you noticed any changes in your child since starting the placement? Is attending the placement having a positive impact on your child when they are at school?
Provider's view on the placement	Does the young person appear to be enjoying the placement? Does the young person fully engage with all activities whilst here? Has there been any change in the behaviour of the young person since attending? How do you manage any behaviour concerns?

Summary

Is there evidence that the decision to place a young person in off-site provision remains the best option for the individual child?		
Evaluation of safeguarding arrangements:		
Further actions required post visit:		
Who	What	When
Is the child safe at this provision?		
YES	**NO**	
Rationale		

Notes:

Sign off

Principal		DSL	
Signed		Signed	
Date added to the provision's file at the school			

Appendix 5- Baseline Assessments

Pre-placement baseline (young person)

If the Alternative Provision placement has an aim related to social and emotional or mental health, it may be appropriate to conduct a pre-placement questionnaire with the young person.

This can be revisited once every half term (for example) and progress measured.

Schools may have their own pre-existing templates, and/or systems such as Boxall Profile Online or the THRIVE approach which are already in use in school.

Alternative templates (for a range of ages and stages) can be accessed via the sites listed below.

- The Strengths and Difficulties Questionnaire
    - The website provides easily downloadable questionnaires and scoring systems for use with school-age young people.
- The Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS)
    - Schools may register (without cost) to use this well-being scale questionnaire.
- Assessment: Wishes & Feelings Archives - Free Social Work Tools and Resources: SocialWorkersToolbox.com
    - This website provides a variety of tools (questionnaires, feelings faces, feelings charts etc.) which are downloadable without charge.
- Cafcass resources for professionals
    - This website provides resources such as a wishes and feelings pack, which can be used freely by schools.