



Utilising Alternative Provision Policy

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“Learning together, to be the best we can be”

1. Context

- 1.1 This document is based on statutory guidance 'Arranging Alternative Provision- A guide for Local Authorities and Schools' (Feb 2025). It provides a set of guiding principles that Nexus MAT schools should follow to ensure that - where pupils benefit from alternative provision – it is high quality, safe, secure and appropriate to their individual needs.
- 1.2 The guidance has been updated to reflect changes in policy and/or legislation on:
 - 1.2.1 Arranging education for children who cannot attend school because of health needs
 - 1.2.2 Attendance regulations;
 - 1.2.3 Exclusions and suspensions;
 - 1.2.4 Remote education;
 - 1.2.5 Free school meals
 - 1.2.6 Looked after children

2. What is Alternative Provision?

- 2.1 Alternative Provision (AP) is defined in departmental guidance as follows:

"education arranged by local authorities for children of compulsory school age who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; alternative provision can also be used by schools for children on a suspension (fixed period exclusion); and for children being directed by schools to off-site provision to receive education intended to improve their behaviour"
- 2.2 It is important to remember that alternative provision can also be used to support complex pupils who require a personalised learning package, and whilst this is not to control their behavior, it is often to ensure they are able to maintain full-time attendance within provision that best meets their needs.
- 2.3 Where interventions or targeted support have not been successful in improving a pupil's behaviour, off-site direction can be used to arrange time-limited placements at an AP or another school.
- 2.4 When a child is placed in alternative provision during a suspension of more than five school days, or a child has been directed off-site to improve their behaviour, the school and provider should agree a plan and process at the beginning of the placement that aims to reintegrate the child successfully back into their home school. The plan should include details of how to assess when the child is ready to return to their home school and should provide an appropriate package of support, from both provider and home school, to assist their reintegration.

- 2.5 The placement should be regularly reviewed, including daily attendance calls, weekly wellbeing contact and at least half-termly visits to the child and the provider. The aim should always be for the child to keep the sense of belonging and to create a plan and/or timetable for reintegration adapted as necessary.
- 2.6 The home school should receive regular reports from the provider on the child's achievements and progress, including on their attendance and behaviour management, during the placement. A final report should be produced in anticipation of the child returning to their home school.
- 2.7 When the placement is due to come to an end a discussion should take place between the home school, provider, child (if age appropriate), parent and any relevant external agencies to confirm reintegration arrangements and agree any additional support the child may need, and who will provide it, in order for their return to mainstream school to be a success.

3. Commissioning AP for a child with an EHCP

- 3.1 Local authorities are responsible for maintaining a child's EHC plan. As such, if the educational setting named on a child's EHC plan believes that the child would benefit from alternative provision, they should inform the local authority responsible for the EHC plan so that the authority can then consider whether to review the plan.
- 3.2 If the local authority agrees that an intervention from an alternative provider might be appropriate, the local authority would need to consult the child's parents, consider their wishes and consult with the alternative provider to ensure they are able to meet the child's needs. The local authority may need to review and amend the EHC plan, for example to name the alternative provision school in Section I as a new placement or as a dual placement alongside the home school or other institution.
- 3.3 Responsibility and accountability for a child accessing AP remains with the school commissioning the placement. The commissioning school should carefully consider what providers are available that can meet the needs of their pupils, including the quality and safety of the provision, costs and value for money.
- 3.4 The school commissioning the placement should maintain regular weekly contact with the provider and pupil, with clear procedures in place to exchange information, monitor attendance, monitor progress and provide pastoral support.
- 3.5 Commissioning schools should consider the contextual factors which AP's have to work with when admitting and supporting a child, how will this effect their learning, attendance and behavior.
- 3.6 A personalised plan for intervention should be prepared by the school, setting clear objectives for improvement and attainment, timeframes, arrangements for

assessment and monitoring progress, and a baseline of the current position against which to measure progress. Plans should be linked to other relevant information or activities such as Education Health and Care Plan (EHCP) outcomes – a full list of commissioning responsibilities is included in a further section of this policy..

- 3.7 The school commissioning the placement should maintain a full record of all placements they make, including pupil progress, achievements and destination following the placement. This should also include the pupil's own assessment of their placement.
- 3.8 Where a child or young person has an EHC plan, schools should contact the local authority about any behavioural concerns at an early stage and consider requesting an early annual review prior to making the decision to suspend or permanently exclude. The LA responsible for maintaining the plan must be closely involved in any decision about placement in alternative provision. The EHC plan will set out the pupil's SEN and will specify the special educational provision they require. Any AP arrangements should be made to ensure that this provision continues to be delivered.

4. What is good Alternative Provision?

- 4.1 All children, regardless of circumstance or setting, should expect to receive the same high standard of education as their peers in their mainstream- special school. Alternative provision and the framework surrounding it should offer good quality education equivalent to that provided in mainstream or special schools. The provision must be suitable to the child's age, ability and aptitude, and any SEN they have. Provision should also support the child to overcome their individual barriers to attainment and achievement, giving equal consideration to their pastoral needs, and enabling them to thrive and prosper in the education system. Provision should address a child's physical or mental health needs as well as personal, social and emotional needs, alongside their educational needs. For example, ensuring that the child feels like they belong to their home school community, and are able to stay in contact with classmates, and where reasonably practicable have access to the same opportunities enjoyed by their peers. The education offered by alternative provision settings should be of a good quality, delivered by high quality qualified staff who have undertaken suitable training, and have relevant experience and safeguarding checks.
- 4.2 Good AP is that which appropriately meets the needs of pupils and enables them to achieve good educational attainment on par with their peers. All can access AP if deemed appropriate, including those with Education, Health and Care Plans (EHCPs), and those eligible for Free School Meals (FSM).
- 4.3 Good AP ensures that all decisions are rooted in the best interests of the child, with a focus on safeguarding, educational achievement, personal development, and successful outcomes in accreditations and qualifications, personal and social

development, participation in society and engagement, reflect individual ambitions and interest, provide positive sustained relationships and emotional resilience.

- 4.4 Provision must be tailored to the identified needs of the individual pupil and enable them to make progress both academically and socially in line with peers. With a clear focus on reintegration: The ultimate goal is reintegration is back into mainstream- special education or a sustainable onward pathway.
- 4.5 Provision will differ from pupil to pupil, but the Department for Education (DfE) guidance states that provision should:
 - 4.5.1 Have a clear purpose with a focus on education and achievement as well as meeting the pupil's needs as well as a rigorous assessment of progress;
 - 4.5.2 Offer appropriate and challenging teaching in English, Mathematics and Science (including IT) on par with mainstream education - unless this is being provided elsewhere within a package of provision e.g. within the school setting;
 - 4.5.3 Be suited to the pupil's capabilities, give the pupil the opportunity to take appropriate qualifications and involve suitably qualified staff who can help pupils make excellent progress;
 - 4.5.4 Have good arrangements for working with other relevant services such as social care, specialist teachers, therapists, education psychology, child and adolescent mental health services, youth offending teams, and drug support services, etc.

5. Collaboration

- 5.1 When considering AP for children it is important to provide families, external agencies, and schools opportunity to be actively engaged in the process of supporting facilitation into AP. And the following factors need to be the focus of the multi-agency planning meetings:
 - 5.1.1 Needs assessment: What are the pupil's academic, social, and pastoral needs?
 - 5.1.2 Intent: What is the purpose and intended impact of the provision?
 - 5.1.3 Nature of provision: What form will the provision take (curriculum, pastoral, vocational, therapeutic)?
 - 5.1.4 Monitoring: How will progress be tracked and reported? Including additional checks where children have Statutory Agency Involvement.
 - 5.1.5 Destination plan: What are the intended next steps for the pupil? All placements must be appropriately registered (dual registration from day one where applicable).
 - 5.1.6 Curriculum Expectations - AP providers must deliver a curriculum that:
 - Prioritises English, Maths, and recognised qualifications
 - Offers a broad range of opportunities, including PSHE, personal development, life skills, and work-related learning.

- Includes extracurricular activities to promote wellbeing and engagement.
- Is sequenced to allow for different entry and exit points.
- Aligns with the home school's curriculum to support reintegration.
- Addresses additional needs (including behavioural and SEND requirements).

6. Off-site direction

6.1 Whilst the legislation does not apply to academies, they can arrange off-site provision for such purposes under their general powers. Full guidance on arranging off-site direction, the reviewing of placements and plans for reintegration can be found in the Suspension and Permanent Exclusion Guidance.

6.2 Off-site direction is usually arranged where interventions or targeted support have not been successful in improving a child's behaviour at their home school. Off-site direction can be used to arrange time limited placements at an alternative provision or another mainstream school. If the off-site direction is to another school, children must be dual registered.

6.3 Off-site direction into alternative provision can be full-time or a combination of part-time support in alternative provision and continued education in the usual setting.

6.4 When arranging off-site direction into alternative provision, the Headteacher must have regard to this guidance and comply with the Education (Educational Provision for Improving Behaviour) Regulations 2010.

6.5 The Headteacher must give parents (and the local authority – for a pupil with an EHC plan) notice in writing that their child will be directed off-site. We encourage supporting parents through this process at a meeting to explain rational, share interventions and graduated response that has already been complete. This notice should be shared with parents as soon as practicable once the decision has been taken, and not less than two school days before they are due to start at the alternative provision.

6.6 This written notice should include:

- 6.6.1 the address of where educational provision is to be provided;
- 6.6.2 information identifying the person to whom the pupil should report to on their first day;
- 6.6.3 the number of days they will be directed off-site for education;
- 6.6.4 the reasons for and objectives of directing the pupil off site; and
- 6.6.5 the times at which they are expected to attend.

6.7 Depending on the individual needs and circumstances of the pupil, direction off-site can be full-time into alternative provision or a combination of part-time support in alternative provision.

- 6.8 The placement off site must be kept under review and involve parents in the review. Parents must receive a written invitation no later than 6 days before the date of any review meeting, inviting you to attend the meeting or to submit in writing your views before the meeting. This is your opportunity to share whether you feel off-site direction should continue to have effect. The regulations specify regular reviews must be held but does not specify how often these should take place, and this should be decided on an individual basis. Reviews should be frequent enough to provide assurance that off-site education is achieving its objective and that the pupil is benefitting from it. These reviews should be recorded in writing.
- 6.9 To support a pupil to re-integrate back into their school, the focus of intervention whilst off-site should remain on ensuring that a pupil continues to receive a broad and balanced curriculum, whilst any inappropriate behaviours which require intervention are being addressed.
- 6.10 It is useful to clarify a personalised re-integration strategy for supporting the pupil to return to school.

7. DfE Registration Requirements

- 7.1 Every provider of education that is not a maintained school or an academy must be registered as an 'independent academy' if it provides full-time education to:
 - 7.1.1 five or more pupils of compulsory school age; or
 - 7.1.2 one such pupil who is looked-after; or
 - 7.1.3 one such pupil with an Education Health & Care Plan (EHCP).
- 7.2 Many local authorities have a list of approved alternative providers that have been through an application and checking process. Some alternative providers may also be directly commissioned by the Local Authority.
- 7.3 Nexus MAT advises that schools only use Local Authority-approved alternative providers, unless otherwise approved by the Trust.

8. Responsibilities of the Commissioning School

- 8.1 Responsibility for the oversight of the alternative provision used always rests with the school that commissioned the placement. Schools should always inform the local authority when they commission a placement in alternative provision for a child to ensure the local authority maintains oversight of sufficiency and safeguarding.
- 8.2 The specific responsibilities of the commissioning school are as follows:
 - 8.2.1 Pupil welfare: safeguarding, child protection; health and safety; Sharing all

relevant information with the provider including any information on SEND, Attainment, safeguarding.

- 8.2.2 Schools and alternative provider should agree on appropriate reporting mechanisms, including how the provider can report any issues or concerns and how the provider keeps records on and reports back information about a child's attendance and progress in the provision.
- 8.2.3 Schools and local authorities should maintain a full record of all placements they make, including a child's progress, achievements and destination following the placement. This should also include the child's own assessment of their placement.
- 8.2.4 Where a child has been directed off-site to an alternative provision school, the child should always be dual registered from the beginning of the first day on which the school has directed the pupil to attend the provision.
- 8.2.5 For the purpose of the school census a child should be dual main registered at their school and dual subsidiary registered at the alternative provision.
- 8.2.6 Setting out in writing the agreed objectives and plans for the placement, and monitoring progress against the objectives of the placement, including carrying out frequent visits to the provider;
- 8.2.7 Planning for and providing an appropriate package of support to assist the pupil's reintegration in a way that is appropriate to needs;
- 8.2.8 Involving parents (and LA if the pupil has an EHCP) in regular reviews of the placement;
- 8.2.9 Attendance monitoring and follow-up of absences;
- 8.2.10 Meeting the needs identified within a child's EHCP;
- 8.2.11 Transport arrangements to and from the alternative provider;
- 8.2.12 Where a pupil is eligible for free school meals, this will need communicating to the provider and suitable arrangements made;
- 8.2.13 Sanctioning a fixed term suspension or permanent exclusion; pupils are legally on the role of a school and therefore only the pupil's home school can sanction these;
- 8.2.14 Ongoing contact with the pupil and provider to exchange information, monitor progress and provide pastoral support;
- 8.2.15 Ensuring the pupil remains a member of the school community, such as involvement with extra-curricular activities, social events, parents' evenings, letters to parents or pupils, and rewards;
- 8.2.16 Careers guidance to ensure pupils receive their full entitlement to careers information, advice and guidance;
- 8.2.17 Pupil outcomes – obtaining a final report on the pupil's achievements during the placement including attainment and progress, attendance records and evidence of change in behavior;
- 8.2.18 Seeking the pupil's views on the success of the placement;
- 8.2.19 For Year 11s, working with the provider to prevent pupils becoming NEET and ensuring that they can move on to suitable education, training or employment. Schools should collect and record information about the pupil's next destination, as an indicator of alternative provision quality.

9. Safeguarding

- 9.1 Where a child is placed in alternative provision, the commissioning school or local authority continues to retain safeguarding duties towards the child and should therefore be satisfied that the provision is in a safe environment as well as meeting the child's pastoral and educational needs.
- 9.2 Commissioners should obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that schools would otherwise perform in respect of their own staff. This includes written confirmation that the alternative provision provider will inform the commissioner of any changes to arrangements that may put the child at risk, e.g. staff changes, so that the commissioner can assure itself that appropriate safeguarding checks have been carried out on new staff.
- 9.3 When a child is attending an alternative provision school, the commissioner should ensure that they have arrangements in place whereby all absence is followed up promptly, particularly unexpected and unexplained absence.
- 9.4 When a child is placed in a college or unregistered alternative provision setting, the commissioner should also ensure that they have arrangements in place whereby the provider of the educational activity notifies them of any absences by the child.
- 9.5 The commissioner should always know where the child is during school hours. This includes having records of the actual address of the commissioned alternative provider and any subcontracted provision or satellite sites the child may attend.
- 9.6 Commissioners should regularly review placements they make in alternative provision. Reviews should be frequent enough (at least half-termly) to assure that the provision is achieving its objectives, that the child is regularly attending and that the placement continues to be safe and meets the child's needs.
- 9.7 Where safeguarding concerns arise, the placement should be immediately reviewed and terminated, if necessary, unless or until those concerns have been satisfactorily addressed. Schools and local authorities should always have regard to Keeping Children Safe in Education guidance and Working Together to Safeguard Children.
- 9.8 Commissioning schools must satisfy themselves that providers are compliant with the most up to date version of statutory guidance Keeping Children Safe in Education. A key part of this process should be school staff ensuring that staff at the registered AP have appropriate checks, for example Disclosure and Barring Service (DBS) Checks.
- 9.9 Commissioning schools must satisfy themselves and evidence that providers are familiar with local safeguarding children partnership procedures and protocols for safeguarding the welfare of their pupils in alternative provision. Providers must have

a designated Safeguarding lead and deputy and have undertaken the relevant and appropriate training.

9.10 Commissioning schools retain responsibility for the process of making referrals to children's social care and for statutory assessments under the Children Act 1989 and any role they might be expected to play in such assessments.

10. Recording and Monitoring Attendance

10.1 Each pupil attending alternative provision MUST remain on a school roll and the school retains the ultimate duty of care for pupils on their roll, wherever they are being educated.

10.2 To ensure robust safeguarding of pupils is in placement, there is an expectation that the school and providers have a clear agreement about how the school are informed of attendance and the subsequent follow up of absence.

10.3 The provider is responsible for enrolling pupils onto their course(s) and for recording, monitoring and reporting attendance and absences. This MUST be completed twice a day, am and pm, as per the legal requirements as outlined in statutory guidance.

10.4 Schools are legally responsible for using the correct codes and the importance of using the correct code is also a safeguarding issue. All sessions when a pupil is not expected to physically present on site should be marked appropriately. The most commonly used DfE registration codes for AP are:

10.4.1 Code B: Off-site educational activity

This code should be used when pupils are present at an off-site educational activity that has been approved by the school. Ultimately, schools are responsible for the safeguarding and welfare of pupils educated off-site. Therefore, by using code B, schools are certifying that the education is supervised and measures have been taken to safeguard pupils. This code should not be used for any unsupervised educational activity or where a pupil is at home doing school work. Schools should ensure they have in place arrangements whereby the provider of the alternative provision notifies the school of any absences. The school should record the pupil's absence using the relevant code.

10.4.2 Code D: Dual Registered – at another educational establishment

This code is used to indicate that the pupil was not expected to attend the session in question because they were scheduled to attend the other school at which they are registered. The main examples of dual registration are pupils who are attending a PRU, a hospital school or a special school on a temporary basis. It can also be used when the pupil is known to be registered at another school during the session in question. Each school should only record the

pupil's attendance and absence for those sessions that the pupil is scheduled to attend their school. Schools should ensure that they have in place arrangements whereby all unexplained absence is followed up in a timely manner.

10.4.3 Code C: Leave of absence authorised by the school

In agreeing to a part-time timetable, a school has agreed to a pupil being absent from the school site for part of the week or day and therefore must record it as authorised absence.

11. Quality Assurance and Evaluating the Impact of the Provision

11.1 The responsibility for quality assurance and evaluation sits with the commissioning school. As a guide, the following are key areas for consideration when undertaking quality assurance and evaluation:

- 11.1.1 Clear outcomes and transitions to measure the success of AP against;
- 11.1.2 Achievement of accreditations, qualifications and progress towards personal goals;
- 11.1.3 Quality of teaching and learning at the alternative provision;
- 11.1.4 Academic progress, ensuring targets are suitably challenging;
- 11.1.5 Development of positive social relationships and meaningful engagement in activities;
- 11.1.6 Safeguarding and health and safety (including quality of accommodation);
- 11.1.7 Personal development and well-being;
- 11.1.8 Pupil's views;
- 11.1.9 Employability and skills for life;

Responsibilities of Providers

12.1 Alternative providers are responsible for:

- 12.1.1 Ensuring they are compliant with the most recent DfE guidance around legislation and the definition of an independent provision;
- 12.1.2 Maintaining contact with the commissioning school and the pupil's parent/carer, with regular updates on progress;
- 12.1.3 Carrying out an initial assessment of educational needs for the pupil within one week of referral to confirm what level of course and support is appropriate;
- 12.1.4 Notifying the school of attendance and absence; good practice would determine this is twice daily;
- 12.1.5 Providing relevant policies and procedures that relate to the child's welfare, education and safety for example; safeguarding policy;
- 12.1.6 Attending relevant multi-agency meetings around the pupil when required, for

example: Personal Education Plan (PEP) for looked after children, EHCP meetings, SEND review meetings and Social Care meetings;

- 12.1.7 Having clear monitoring criteria to judge the quality of the teaching and learning, and report this to the commissioning school at agreed intervals;
- 12.1.8 Providing a named contact for all matters pertaining to the pupil;
- 12.1.9 Being aware of and comply with Local Safeguarding Children Partnership standards and procedures;
- 12.1.10 Maintaining Individual Learning Plans: these set out the targets that the pupil will achieve on programmes (e.g., L1 Functional Skills English, Pass grade) as well as the wider targets (e.g., 95% attendance, behaviour).

13.1 Role of a Local Authority

13.1 This guidance relates to local authorities' statutory duties under section 19 of the Education Act 1996. S.19(1) states that local authorities must arrange suitable and (normally) full-time education for children of compulsory school age who, because of exclusion, illness or other reasons, would not receive suitable education without such provision being arranged.

13.2 Governing bodies of schools are responsible for arranging suitable full-time education from the sixth (or earlier) school day of a suspension for any child of compulsory school age.

13.3 Local authorities and the proprietors of all state-funded schools (including academies) are required by general public law to take account of anything in the guidance that's relevant to carrying out their functions. Others are expected to treat the guidance as recommended practice.

13.4 A Local Authority has a statutory responsibility to identify and track pupils missing, or at risk of missing education. This includes pupils who are not attending school provision full time and those accessing alternative provision. The LA role includes:

- 13.4.1 Establishing a central database of all children not accessing full-time education in the usual way, including those who are accessing alternative provision;
- 13.4.2 Monitoring the quality and amount of provision, educational and social outcomes, for all pupils of compulsory school age who do not access education in the usual way;
- 13.4.3 Sharing information across LA boundaries in a timely and appropriate way;
- 13.4.4 Ensuring that every child is on the roll of a school, regardless of their circumstances, unless their parents have elected to home educate;
- 13.4.5 Supporting alternative providers of education to understand and comply with legal requirements especially safeguarding and registration;
- 13.4.6 Supporting schools to identify potential alternative providers, for example by producing an AP directory

**Checklist of factors to determine that an Alternative Provision
is of a suitable quality and that appropriate and
robust monitoring arrangements are in place.**

General Policies

Question / Area to Check	Comment
Is the provision in the LA Catalogue? (This does not replace a school's duty to make its own checks regarding each Provision.)	
Which of the following checks were carried out prior to placement?	
a) Staff and Volunteer Record – Single central record of qualifications, recruitment and vetting checks	
b) Insurance Certificates (see details below)	
c) Core Risk Assessments	
d) Admissions Policy and Procedures and register	
e) Attendance Policy and Procedures and register	
f) Health and Safety Policy	
g) Educational Visits and Outings Policy and Procedures	
h) Code of Conduct and Behaviour Policy (to include drugs policy and anti-bullying policies)	
i) Data Protection Policy and Procedures	
j) Equality information and objectives (public sector equality duty) statement for publication	
k) Child Protection Policy and Procedures	
l) Statement of procedures for dealing with allegations of abuse against staff	
m) Sex and Relationships Education Policy	
n) Complaints Procedure Statement	
o) That an institution which should be registered as an independent Academy (has four or more students or one with a statement/EHC Plan on roll full time) actually is registered	
p) Ofsted Report for a registered independent Academy where applicable	
q) Other - specify	

Child- Parent-Agency Voice

Question / Area to Check	Comment
Have parents been involved in meeting to discuss the placement	
Are parents in agreement with the placement	
Are all external (social care-mental health) relevant agencies involved with the child aware of the placement	
Are all partners in agreement this in the interests of the child	
Is the LA case officer for EHCPs aware of placement	
Have all partners been involved in the planning meetings	
Have parents/carers been given a key contact at the AP	
Has tracking information, e.g. daily calls, weekly check ins and monthly visits been communicated with parents and agreed with AP	
Has transport been agreed	
Has a planning review been put in place to track progress in all areas	
Has a reintegration plan been discussed with all partners	

**Checklist of factors to determine that an Alternative Provision
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Quality of Provision

Question / Area to Check	Comment
The commissioned course meets the educational and SEMH needs of each pupil	
The premises are fit for purpose	
Health and safety arrangements are of an appropriate standard	
Teaching and learning is of a high standard	
Suitable resources and teaching materials are available	
Behaviour management is strong	
Attendance recording and reporting are robust	
Tracking and reporting on progress is robust	
Suitable accreditation and other outcomes are on offer	
Due attention is paid to reintegration or progression to post-16 pathways	

Supporting Documentation in Place

Question / Area to Check	Comment
Contract – Service Level Agreement	
Education plan for each pupil or group of pupils	
Review calendar/ System for monitoring progress and outcomes and quality of provision	
Formal agreement from the parent(s) for the arrangement	
Effective communication protocol	
System for monitoring progress and outcomes and quality of provision	
System for reporting absence- attendance	
System for recording behaviour	

Insurance (see requirements below*)

Question / Area to Check	Comment
Public Liability insurance	
Employer's Liability insurance	
Professional Negligence insurance	
Motor Vehicle Insurance	
Subcontractor Liability	

**Recommended Levels of Insurance Cover*

Public Liability insurance for a minimum of five-million-pound sterling (£5,000,000) in respect of any one act or occurrence or series of acts or occurrences in any one year

Employer's Liability insurance for a minimum of ten-million-pound sterling (£10,000,000) in respect of any one act or occurrence or series of acts or occurrences in any one year;

Professional Negligence insurance for a minimum of two-million-pound sterling (£2,000,000) in respect of any one act or occurrence or series of acts or occurrences in any one year;

**Checklist of factors to determine that an Alternative Provision
is of a suitable quality and that appropriate and
robust monitoring arrangements are in place.**

The Service Provider and its Personnel shall have in place motor vehicle insurance commensurate with the potential liabilities of the Service Provider relating to the operation of vehicles used for the transport of Service User/s and their visitors

Subcontractor Liability – the Service Provider shall ensure that the same levels of insurance are maintained for any sub-contracted Services;

The onus is on the Service Provider to ensure that its insurance policies are adequate at all times to cover eventualities pertaining to its business.

Commissioning Agreement

Alternative Provision Commissioning Agreement			
Name of Parent/Carer		Email of parent/carer	
Telephone Numbers	Home	Mobile	Work
Address			
Emergency Contact 1	Name	Telephone	Relationship
Emergency Contact 2	Name	Telephone	Relationship
Course/provision offer			
Agreed taster date (if applicable)		Agreed start date	
Time of arrival		Time of departure	
If relevant, social worker email		If relevant, CLA Adviser email	
If relevant, YOT keyworker email		GP contact details	
AIMS AND OUTCOMES			
Provide the 3 key objectives of this placement below			
1.			
2.			
3.			
How will the AP setting communicate progress?			
If in KS4 how will this placement contribute to post-16/18 planning for this pupil?			
SEND/CLA/Health/YOT information			
EHCP/PEP/ILP /BSP targets			

Commissioning Agreement

English as an additional language requirement																							
Health Requirements																							
SAFEGUARDING AND ATTENDANCE																							
Agreed process for the recording and informing of a safeguarding concern																							
Procedures for recording attendance and non-attendance																							
AP DSL contact details (name, phone & email)		Academy DSL contact details (name, phone & email)																					
PRACTICALITIES																							
Transport arrangements																							
Lunch arrangements (including FSM funds transfer if relevant)																							
<p>Signatures</p> <p>We, the named persons below certify that we are authorised to refer the pupil 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 also agree to inform relevant parties (named below) of any changes in circumstance/support needs in writing/via email.</p> <table border="1"> <tr> <td>Parent/carer</td> <td></td> <td>Date</td> <td></td> </tr> <tr> <td>Pupil</td> <td></td> <td>Date</td> <td></td> </tr> <tr> <td>School referrer</td> <td></td> <td>Date</td> <td></td> </tr> <tr> <td>AP contact/lead</td> <td></td> <td>Date</td> <td></td> </tr> <tr> <td>Other professional (name/role)</td> <td></td> <td>Date</td> <td></td> </tr> </table> <p>A completed copy of this form will be forwarded to:</p> <p><i>Parent/carer Pupil School contact AP contact LA Adviser YOT Key worker NHS professional Local Authority Other relevant professional</i></p>				Parent/carer		Date		Pupil		Date		School referrer		Date		AP contact/lead		Date		Other professional (name/role)		Date	
Parent/carer		Date																					
Pupil		Date																					
School referrer		Date																					
AP contact/lead		Date																					
Other professional (name/role)		Date																					

Progress visit to Alternative Provision (AP)			
Name of Student		Date of birth	Click or tap to enter a date.
Name of AP		Date of visit	Click or tap to enter a date.
Visit completed by		Time of visit	
Role		Most recent risk assessment seen	Choose an item.
School Risk Assessment updated	Choose an item.	Copy Received	Choose an item.
Visit procedures			
Was this visit planned or unannounced?	Choose an item.	On arrival, was your identity checked?	Choose an item.
On arrival, were you provided with any safeguarding information?	Choose an item.	On arrival, were you provided with any fire evacuation information?	Choose an item.
On arrival, were you signed in effectively?	Choose an item.	Did the site feel safe?	Choose an item.
Was it easy to identify staff (e.g., uniforms/lanyards)?	Choose an item.	Were the pupils on site being effectively supported?	Choose an item.
Is the pupil risk assessment being followed?	Choose an item.	Does the current risk assessment meet need?	Choose an item.
Is the AP setting communicating well with the school on attendance?	Choose an item.	Is the AP setting communicating well with the school on engagement?	Choose an item.
Is the AP setting communicating well	Choose an	Is the AP setting communicating well	Choose an

Progress visit to Alternative Provision (AP)			
Name of Student		Date of birth	Click or tap to enter a date.
with the school on progress?	item.	with the school on behaviour?	item.
General comments	<i>Provide detail if any of the answers above are 'no'.</i>		

Placement Objectives			
Original objective	Progress to date		
1.			
2.			
3.			
Pupil's views on the placement			
Parent/carer views on the placement			
Provider's view on the placement			
Identified actions:	1. 2. 3.		
Signed			
	Name	Role	Date
Pupil			
AP			
Parent/carer			
School			

With the agreement of the provider and pupil, photographs may be taken of work completed to evidence progress in EHCP/CLA reviews/PEPs, for example.

<u>Mid and End of Placement Evaluation</u>					
Pupil Name		Date of birth			
Alternative Provision Name		School			
Dates of Placement		Date of visit and/or evaluation			
Course(s) Completed					
Objectives of the placement					
1.					
2.					
3.					
<u>Pupil's evaluation</u>	Strongly agree 5	Agree 4	Not sure 3	Disagree 2	Strongly disagree 1
The adults at the AP are/were very skilled in what they are/were teaching/delivering.					
I receive(d) enough support whilst at the setting					
I always feel/felt safe whilst at the setting					
I know/knew who I can/could talk to if needed					
I understand/understood how the sessions are/were helping me to progress in the future					
I am more confident as a result of this placement					

<u>Mid and End of Placement Evaluation</u>					
Pupil Name		Date of birth			
I am coping better at school as a result of this placement					
General comments					
Pupil Signature		Date			

<u>Parent/carer evaluation</u>	Strongly agree 5	Agree 4	Not sure 3	Disagree 2	Strongly disagree 1
I understand/understood why my child was referred to an AP					
I felt included as part of the referral process					
I have received good communication throughout the AP placement					
The AP provides/provided a safe and friendly learning environment					
The AP is helping/has helped my child to progress through education					
General Comment					
Parent/carer Signature	Date				
<u>Alternative Provider report</u>	Strongly agree 5	Agree 4	Not sure 3	Disagree 2	Strongly disagree 1
The initial objectives are being/have been achieved (provide detail below)					
The pupil is attending/has attended well					

Progress Record

The pupil is engaging/has engaged well					
The pupil is making/has made academic progress (provide detail below)					
The pupil is making/has made good progress in vocational courses					
The pupil is making/has made SEMH progress					
General comment					
AP Signature		Date			

School Comment	Strongly agree 5	Agree 4	Not sure 3	Disagree 2	Strongly disagree 1
The rationale for sending the pupil to AP are being/have been achieved					
The pupil is coping/has coped better at school since attending.					
Attendance at school is improving/has improved since the placement started					
Engagement at school is improving/has improved since the placement started					
The pupil's behaviour at school is improving/has improved since the placement started					
Communication has been clear between the school and the AP					
The AP placement has supported the pupil's next steps					
General comment					
Headteacher Signature		Date			

Progress Record

Score (max 125)		Difference since last evaluation (+/-)	
Agreed actions as a result of this evaluation			

Once complete, forward copies of this evaluation to all relevant parties.