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. This policy must also be read alongside Working together to improve school attendance (July 2026), Keeping Children Safe in Education 2026, Suspension and permanent exclusion guidance effective 26 July 2026, the School Attendance (Pupil Registration) (England) Regulations 2024, independent school registration guidance updated September 2026, and the Non-school alternative provision: voluntary national standards (August 2025).

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. Children looked after.

2. Principles of Alternative Provision

2.1. Nexus MAT believes that alternative provision should only be used where it is demonstrably in the best interests of the child and where it can provide suitable education that supports improved outcomes. Nexus MAT is committed to ensuring that access to alternative provision is equitable, transparent and based on individual need. The Trust will monitor the use of alternative provision to ensure that no group of pupils is disproportionately represented without clear educational rationale. This includes pupils with SEND, those eligible for Free School Meals, looked after children, children with social workers and pupils from protected characteristic groups.

2.2. Nexus MAT will have due regard to the Public Sector Equality Duty when commissioning and reviewing Alternative Provision placements. Decisions will be free from discrimination and informed by equality consideration.

2.3. Alternative provision will not be used as a substitute for inclusive practice within mainstream schools, nor as a response to unmet SEND needs alone.

2.4. All pupils accessing alternative provision will receive an ambitious curriculum and support programme appropriate to their needs and aspirations.

3. What is Alternative Provision?

3.1. Alternative Provision (AP) is defined in departmental guidance as follows:

3.1.1. "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"

3.2. 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.

3.3. 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.

3.4. 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.

3.5. 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.

3.6. 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.

3.7. 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.

3.8. **Reintegration Planning**

3.8.1. Every AP placement must have:

3.8.1.1. Entry baseline assessment
3.8.1.2. Defined success criteria
3.8.1.3. Review schedule
3.8.1.4. Exit Strategy
3.8.1.5. Named responsible lead
3.8.1.6. Reintegration support package
3.8.1.7. Post-placement review

4. Commissioning AP for a child with an EHCP

4.1. 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.

4.2. 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.

4.3. 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.

4.4. 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.

4.5. Commissioning schools should consider the contextual factors which AP's have to work with when admitting and supporting a child, how will this affect their learning, attendance and behavior.

4.6. 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.

4.7. 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.

4.8. 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.

4.9. Placement in alternative provision must not be used solely because a school is unable to meet a pupil's SEND needs. Schools must demonstrate that reasonable adjustments, ordinarily available provision and the graduated response have been implemented and reviewed before AP is considered. Evidence of SEND support and interventions should be included within the commissioning process.

5. Annual Review and EHCP Monitoring

5.1. Where a pupil has an EHCP, school must ensure that:

5.1.1. EHCP outcomes remain central to provision planning
5.1.2. Progress against outcomes is reviewed regularly
5.1.3. Annual reviews continue with statutory timescales
5.1.4. Alternative providers contribute evidence towards reviews

5.2. Schools and providers must demonstrate reasonable adjustments to enable pupils with SEND to access learning, activities and support on an equitable basis.

6. What is good Alternative Provision?

6.1. 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.

6.2. 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.

6.3. 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).

6.4. 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 interests, provide positive sustained relationships and emotional resilience.

6.5. 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.

6.6. Provision will differ from pupil to pupil, but the Department for Education (DfE) guidance states that provision should:

6.6.1. 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;

6.6.2. 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;

6.6.3. 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;

6.6.4. 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.

6.7. For pupils in Key Stage 4 and above, alternative provision should support:

6.7.1. Careers education

6.7.2. Employability skills

6.7.3. Independent living skills

6.7.4. Preparation for further education, employment or training

7. Collaboration

7.1. 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. For pupils experiencing Emotionally Based School Avoidance (EBSA) or mental health difficulties, placement decisions must consider whether AP is the most appropriate intervention and whether alternative support, early help or therapeutic provision should be explored first. Pupils should be meaningfully involved in decisions regarding placement objectives, review meetings and reintegration planning wherever age and understanding permit. And the following factors need to be the focus of the multi-agency planning meetings:

7.1.1. **Needs assessment**: What are the pupil's academic, social, and pastoral needs?
7.1.2. **Intent**: What is the purpose and intended impact of the provision?
7.1.3. **Nature of provision**: What form will the provision take (curriculum, pastoral, vocational, therapeutic)?
7.1.4. **Monitoring**: How will progress be tracked and reported? Including additional checks where children have Statutory Agency Involvement.
7.1.5. **Destination plan**: What are the intended next steps for the pupil? All placements must be appropriately registered (dual registration from day one where applicable).
7.1.6. **Curriculum Expectations**: AP providers must deliver a curriculum that:
7.1.6.1. Prioritises English, Maths, and recognised qualification
7.1.6.2. Offers a broad range of opportunities, including PSHE, personal development, life skills, and work-related learning.
7.1.6.3. Includes extracurricular activities to promote wellbeing and engagement.
7.1.6.4. Is sequenced to allow for different entry and exit points.
7.1.6.5. Aligns with the home school's curriculum to support reintegration.
7.1.6.6. Addresses additional needs (including behavioural and SEND requirements).

8. Managing Risk

8.1. Prior to placement, the commissioning school must complete and record a placement risk assessment considering:

8.1.1. Safeguarding risks
8.1.2. Travel arrangements
8.1.3. Health needs
8.1.4. Behavioural presentation
8.1.5. Exploitation risks
8.1.6. Missing from Education risks
8.1.7. Site-specific risks
8.1.8. Lone working risks where applicable

9. Off-site direction

9.1.. Off-site direction is a temporary behaviour-improvement measure, not a sanction or a trial managed move. The governing board or academy trust, or the management committee of a pupil referral unit, must comply with the current regulations and the July 2026 statutory guidance. Written notice

must set out the objectives, timings and contact details, together with review arrangements and reintegration planning. Existing placements must be reviewed under any applicable transitional arrangements.

9.2. 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.

9.3. 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.

9.4. When arranging off-site direction into alternative provision, the responsible governing board, academy trust or PRU management committee must comply with the current statutory framework, including the Education (Educational Provision for Improving Behaviour) Regulations 2010 as amended and applied to academies and PRUs by the 2026 Regulations, and the July 2026 statutory guidance.

9.5. The Headteacher must give parents, and the local authority where the pupil has an EHC plan, written notice that the pupil will be directed off-site. Parents must be consulted and involved in the process, including through a meeting where practicable to explain the rationale and share the interventions and graduated response already completed, but parental agreement is not a legal precondition to a lawful off-site direction. The notice should be provided as soon as practicable after the decision and in accordance with the timing required by the current regulations and statutory guidance.

9.6. This written notice should include:

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

9.7. 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.

9.8. 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.

9.9. To support a pupil to reintegrate 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.

9.10. It is useful to clarify a personalised re-integration strategy for supporting the pupil to return to school.

10. Review Frequency Expectations

10.1. The following are Nexus MAT/Trust minimum standards, rather than statutory frequencies, and must be increased where a risk-based assessment indicates greater frequency is needed:

10.1.1. Daily attendance monitoring
10.1.2. Weekly welfare review
10.1.3. Half-termly formal review meeting
10.1.4. Termly quality assurance visit

10.2. Higher-risk pupils should be reviewed more frequently according to need.

11. DfE Registration Requirements

11.1. Every provider that is not a maintained school or an academy must be registered as an independent school if it provides full-time education for five or more pupils of compulsory school age, or for one or more pupils of compulsory school age with an EHC plan, or for one or more pupils of compulsory school age who are looked after by a local authority.

11.2. 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.

11.3. Nexus MAT advises that schools only use Local Authority-approved alternative providers, unless otherwise approved by the Trust.

12. Unregistered Alternative Provision

12.1. Commissioning and quality assurance must also use the DfE's Non-school alternative provision: voluntary national standards (August 2025). These are non-statutory standards adopted by the Trust as its commissioning benchmark until mandatory requirements apply. Before commissioning any unregistered provider, schools must undertake enhanced due diligence. This must include:

12.1.1. Safeguarding audit
12.1.2. Health and safety checks
12.1.3. Curriculum reviews
12.1.4. Staffing qualifications
12.1.5. DBS Verification
12.1.6. Insurance verification
12.1.7. Site visit
12.1.8. Review of any subcontracting arrangements. Evidence of these must be retained.

13. Responsibilities of the Commissioning School

13.1. Responsibility for oversight of alternative provision remains with the commissioning school. Informing the local authority when a school commissions an alternative provision placement is DfE-recommended practice to support oversight of sufficiency and safeguarding, unless a separate statutory notification duty applies in the circumstances, in which case that duty must be followed.

13.2. The specific responsibilities of the commissioning school are as follows:

13.2.1. Pupil welfare: safeguarding, child protection; health and safety; Sharing all relevant information with the provider including any information on SEND, Attainment, safeguarding. Schools and alternative providers 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.

13.2.2. 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.

13.2.3. 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.

13.2.4. 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.

13.2.5. 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;

13.2.6. Planning for and providing an appropriate package of support to assist the pupil's reintegration in a way that is appropriate to needs;

13.2.7. Involving parents (and LA if the pupil has an EHCP) in regular reviews of the placement;

13.2.8. Attendance monitoring and follow-up of absences;

13.2.9. Meeting the needs identified within a child's EHCP;

13.2.10. Transport arrangements to and from the alternative provider;

13.2.11. Where a pupil is eligible for free school meals, this will need communicating to the provider and suitable arrangements made;

13.2.12. Sanctioning a fixed term suspension or permanent exclusion; pupils are legally on the roll of a school and therefore only the pupil's home school can sanction these;

13.2.13. Ongoing contact with the pupil and provider to exchange information, monitor progress and provide pastoral support;

13.2.14. 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;

13.2.15. Careers guidance to ensure pupils receive their full entitlement to careers information, advice and guidance;

13.2.16. 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;

13.2.17. Seeking the pupil's views on the success of the placement;

13.2.18. 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.

14. Safeguarding

14.1. Where a child is placed in alternative provision, the commissioning school or local authority continues to retain safeguarding duties and must be satisfied that the provision is safe and meets the child's pastoral and educational needs. Assurance must expressly follow Keeping Children Safe in Education 2026, in force from 1 September 2026, including its specific expectations for children placed in alternative provision, and must cover safer recruitment, information sharing, online safety and filtering and monitoring, allegations and low-level concerns.

14.2. 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.

14.3. Alternative provision providers should demonstrate effective filtering and monitoring arrangements and have procedures to manage online risks, including exploitation, cyberbullying, radicalisation and harmful online content. Providers must be able to demonstrate that filtering and monitoring arrangements are effective, documented and reviewed regularly. Providers should identify how emerging risks linked to AI, online misinformation, disinformation and harmful content are managed.

14.4. Schools and providers should consider contextual safeguarding risks associated with the local community, peer groups, travel arrangements and placement location.

14.5. Safeguarding information must be shared in line with KCSIE and Data Protection legislation to ensure providers have sufficient information to safeguard pupils effectively.

15. Vulnerable Groups

15.1. School and alternative providers must give particular consideration to safeguarding pupils who are:

15.1.1. Looked After Children (CLA)
15.1.2. Previously Looked After Children
15.1.3. Children subject to Child Protection Plans
15.1.4. Children with Social Workers
15.1.5. Young Carers
15.1.6. Pupils with SEND
15.1.7. Pupils at risk of exploitation

15.2. Risk assessments should identify additional vulnerabilities and outline safeguarding controls specific to the placement.

15.3. 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.

15.4. 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.

15.5. 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.

15.6. 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.

15.7. Prior to commissioning and annually thereafter, schools must obtain assurance that providers:

15.7.1. Operate safer recruitment procedures
15.7.2. Maintain a compliant Single Central Record
15.7.3. Undertake required DBS checks
15.7.4. Verify qualifications where relevant
15.7.5. Undertake Safeguarding induction and ongoing training

15.8. 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.

15.9. 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 DBS Checks.

15.10. 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.

15.11. 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.

16. Recording and Monitoring Attendance

16.1.

16.2. AP Must not be used as a pathway into elective home education without evidence that parents have received impartial information regarding their legal responsibilities and that the Local Authority has been informed where required.

16.3. A pupil placed in AP by a school will normally remain on that school's roll, while local-authority-arranged provision under section 19 of the Education Act 1996 may include children without a current home school. Registration and dual-registration arrangements must follow the School Attendance (Pupil Registration) (England) Regulations 2024 and current DfE guidance. The commissioning body retains its applicable safeguarding and oversight responsibilities.

16.4. 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.

16.5. Unexplained absence from alternative provision must be followed up immediately on the same day. Schools must maintain daily oversight of

attendance and take action where attendance concerns may indicate safeguarding issues or risk of children missing education.

16.6. Where patterns of absence emerge, schools must consider whether the child is at risk of becoming a Child Missing Education (CME) and follow local authority procedures where appropriate.

16.7. Attendance data should be reviewed at least weekly and form part of all placement review meetings.

16.8. Where a pupil fails to attend provision for 10 continuous school days and their whereabouts are unknown, schools must consider Children Missing Education procedures and notify the Local Authority in accordance with statutory guidance.

16.9. 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.

16.10. Attendance must be recorded in accordance with the School Attendance (Pupil Registration) (England) Regulations 2024 and Working together to improve school attendance (July 2026). Schools remain responsible for using the correct attendance codes and for safeguarding oversight. For every session, once notified by the provider, the school must record the pupil's actual attendance or absence using the appropriate code. The codes most commonly relevant to alternative provision include:

16.11. Code B should be used when a pupil is attending an approved off-site educational activity. The school remains responsible for safeguarding and must ensure the activity is supervised and suitable. It must not be used for unsupervised activity or for a pupil completing schoolwork at home. The provider must notify the school of actual attendance or absence, after which the school must record the appropriate attendance or absence code.

16.12. Code D indicates that a dual-registered pupil was not expected to attend this school for the session because the pupil was scheduled to attend the other school at which they are registered. It may apply, for example, to a pupil temporarily attending a pupil referral unit, hospital school or special school. Each school records attendance or absence for sessions when the pupil is scheduled to attend it and must ensure that unexplained absence is followed up promptly.

16.13. Code C2: A part-time timetable must be exceptional and temporary, agreed and reviewed with the parent, and supported by a specified end date and a plan for return to full-time education. It must not be used to manage behaviour or as an informal exclusion. Sessions must be recorded using Code C2 where the statutory conditions for that code are met.

17. Quality Assurance and Evaluating the Impact of the Provision

17.1. The responsibility for quality assurance and evaluation sits with the commissioning school.

17.2. Schools should evaluate whether AP curriculum content remains ambitious and suitably sequenced and contributes to reintegration or next-stage destinations.

17.3. Destination: Headteachers should track:

17.3.1. Reintegration rates
17.3.2. Post-16 destinations
17.3.3. NEET prevention
17.3.4. Sustained outcomes

17.4. Headteachers should routinely assess:

17.4.1. Staff turnover
17.4.2. Provider training records
17.4.3. Safeguarding audit outcomes
17.4.4. Complaints received
17.4.5. Pupil destination sustainability after 6 and 12 months
17.4.6. Ofsted outcomes where applicable

18. Responsibilities of Providers

18.1. Alternative providers are responsible for:

18.1.1. Ensuring they are compliant with the most recent DfE guidance around legislation and the definition of an independent provision;
18.1.2. Maintaining contact with the commissioning school and the pupil's parent/carer, with regular updates on progress;

18.1.3. 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;

18.1.4. Notifying the school of attendance and absence; good practice would determine this is twice daily;

18.1.5. Providing relevant policies and procedures that relate to the child's welfare, education and safety for example; safeguarding policy;

18.1.6. 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;

18.1.7. Having clear monitoring criteria to judge the quality of the teaching and learning, and report this to the commissioning school at agreed intervals;

18.1.8. Providing a named contact for all matters pertaining to the pupil;

18.1.9. Being aware of and comply with Local Safeguarding Children Partnership standards and procedures;

18.1.10. 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).

19. Role of a Local Authority

19.1. 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.

19.2. 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.

19.3. 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:

19.3.1. Establishing a central database of all children not accessing full-time education in the usual way, including those who are accessing alternative provision;

19.3.2. 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;

19.3.3. Sharing information across LA boundaries in a timely and appropriate way;

19.3.4. Ensuring that every child is on the roll of a school, regardless of their circumstances, unless their parents have elected to home educate;

19.3.5. Supporting alternative providers of education to understand and comply with legal requirements especially safeguarding and registration

19.3.6. Supporting schools to identify potential alternative providers, for example by producing an AP directory

Appendix 1

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	Y	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) Where an institution provides full-time education, confirmation that it is registered as an independent school if it provides education to five or more pupils of compulsory school age, or to one or more compulsory-school-age pupils who has an EHC plan or is looked after by a local authority		
p) Ofsted report for a registered independent school, where applicable		
q) Other - specify		

Child- Parent-Agency Voice

Question / Area to Check	Y	Comment
Have parents been involved in meeting to discuss the placement		
Have parents been consulted and their views recorded? Where the placement is an off-site direction, note that parental agreement is not a legal precondition		
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		

Appendix 1

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

Quality of Provision

	Question / Area to Check	Y	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	Y	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		
Record of parent/carer consultation and views; formal agreement where legally required or appropriate to the arrangement			
	Effective communication protocol		
	System for monitoring progress and outcomes and quality of provision		
	System for reporting absence- attendance		
	System for recording behaviour		

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

Quality Assurance Process

Question / Area to Check	Y	Comment
Public Liability insurance		
Employer's Liability insurance		
Professional Negligence insurance		
Motor Vehicle Insurance		
Subcontractor Liability		
Safeguarding		
Evidence of KCSIE annual update		
DSL training within last 2 years		
Deputy DSL identified		
Online filtering and monitoring arrangements		
Prevent processes		
Low-level concerns policy		
SEND		
SEND Information Report available		
Named SEND Lead		
Reasonable adjustments process		
Accessibility arrangements		
Curriculum		
Curriculum oversight reviewed		
English and Maths included		
Qualification pathway identified		
Carer provision available		

**Recommended Levels of Insurance Cover*

Public Liability insurance for a minimum of five-million-pound sterling (£5,000,000) in respect of any oneact 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 anyone 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 ofany one act or occurrence or series of acts or occurrences in any one year;
The Service Provider and its Personnel shall have in place motor vehicle insurance commensurate with thepotential 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 maintainedfor any sub-contracted Services;

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

Appendix 2

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			
English as an additional language requirement			

Appendix 2

Commissioning Agreement

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)			
Signatures 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.			
Parent/carer		Date	
Pupil		Date	
School referrer		Date	
AP contact/lead		Date	
Other professional (name/role)		Date	
A completed copy of this form will be forwarded to:	*Parent/carer* *Pupil* *School contact* *AP contact* *LA Adviser* *YOT Key worker* *NHS professional* *Local Authority* *Other relevant professional*		

Appendix 3

Progress Record

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.

Appendix 3

Progress Record

Mid and End of Placement Evaluation						
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.						
Pupil's evaluation	**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						
I am coping better at school as a result of this placement						
General comments						

Progress Record

Mid and End of Placement Evaluation			
Pupil Name		**Date of birth**	
Pupil Signature		Date	

Appendix 3

Progress Record

Parent/carer evaluation	**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			

Alternative Provider report	**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					
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			

Appendix 3

Progress Record

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	
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.