# Alternative Provision

# Non-statutory Policy

September 2023

Diverse Academies

# Contents

## Policy Statement

## Vision, mission, and values

We acknowledge that some of our students need flexible, individual curriculums, and occasionally (when relevant), timetables to meet the needs outlined in their EHCP (Education Health and Care Plan).

## Purpose and intent

Our curriculum and environment need to be inclusive and accessible, providing opportunities for all students to succeed. However, we recognise the need for alternative provisions, which offer other opportunities, allowing students to progress outside of the academy environment, particularly as they prepare for adulthood.

We have a commitment to ensuring that such provision secures better outcomes and appropriate future education or career pathways for our young people.

## Roles and responsibilities

The Board of Trustees is responsible for monitoring the impact of this policy in terms of ensuring all our students needs are being met.

Principals are responsible for their academy's use of offsite alternative provision and the implementation of this policy and reporting on the effectiveness of the implementation of this policy to the Local Academy Committee.

Principals ensure that the resources we use to support alternative provision represent value for money. The designated senior leader with responsibility for AP works with parents/carers to identify that alternative provision (AP) is necessary and working with parents/carers and the student to identify a suitable timetable and provider. The academy also shares relevant information with off-site alternative provision providers to facilitate the transition from the academy to the provider.

**The alternative provision lead in the respective academy is responsible for:**

- ensuring prior to entering into an agreement with a new provider or before re-brokering or negotiating with an existing provider, that they have worked with the Strategic Development Lead (safeguarding) and have followed the commissioning process with the Trust Procurement Lead

- continuing to work closely with SLT (Senior Leadership Team) to ensure that the appropriate measures are in place to support students in offsite alternative provision
- undertaking visits to the offsite alternative provision sites, as requested by the principal, to review the progress of the students, paperwork, policies and safeguarding checks, and session observations not less than half termly each academic year. This may be more regular for those students with an EHCP (every 30 calendar days)
- deciding on an appropriate course of action, in conjunction with the principal, and where practicable the parents / carers, if informed by a provider of any serious behavioural incidents in relation to the academy's students
- ensuring that the alternative education providers used by the academy are continuously checked, and that they have the relevant policies in place to cover safeguarding, e-safety, data protection, health, and safety.
- continuing to comply with guidance in relation to ensuring all adults at the provision are cleared to work with students, e.g., they have the relevant DBS (Disclosure and Barring Service) checks.
- ensuring that all alternative providers receive and are aware of the Trust Safeguarding and Child Protection Policy.
- giving alternative provision providers details of a pupil's SEND (Special Educational Needs or Disability), where appropriate, so that their placement can be individually catered to them in a bespoke manner.
- sharing and discussing risk assessment documents (when applicable) for those students attending these provisions.
- ensuring that current GDPR checks have been undertaken for the provider before any placement.
- having copies of any contracts, agreements or terms and conditions that govern the placement.

**The academy administrator/attendance officer is responsible for:**

- monitoring the attendance of students who have been referred to alternative provision and updating the academy's records daily.
- ensuring daily communication from the AP – confirming either attendance, lateness, or absence in accordance with the timings of the academy day

## Benefits

One size does not fit all. We tailor our offer so that it fits the educational, social, emotional, and personal development needs of all children, but we recognise that students have a range of social,

emotional, and mental health needs, and many have co-existing diagnoses such as Autism including Pathological Demand Avoidance, Attention Deficit Hyper-Activity Disorder, Oppositional Defiant Disorder, Attachment Disorder or needs, anxiety or Sensory processing difficulties. We may, therefore, engage Alternative Providers to support and enhance our provision for these students.

## Legal framework

This policy has due regard to legislation and statutory guidance including but not limited to:

- The Education and Inspections Act 2006
- General Data Protection Regulations 2018
- The Education Act 2002
- Keeping Children Safe in Education
- DfE (2013) Alternative Provision
- DfE (2023) Suspensions from maintained schools, academies, and pupil referral units in England
- HM Gov SEND and Alternative Provision Improvement Plan; Right Support, Right Place, Right Time (March 2023)

This non-statutory policy operates in conjunction with the following Diverse Academies Trust policies:

- Behaviour Policy
- Attendance Policy
- Safeguarding and Child Protection Policy
- Acceptable Use of Computers and Internet Policy
- Health and Safety Policy Statement
- Special Educational Needs and Disability Policy
- Anti-Bullying Policy
- Curriculum Policy

## Off-site alternative provision

We recognise that many children and young people in state-place funded alternative provision have identified special educational needs (SEN), with a very large number displaying Social Emotional Mental Health (SEMH) conditions. Children across our Trust who are supported by alternative provision are indicative of this national picture.

When we use offsite alternative provision (AP) our quality assurance process must ensure that students receive high quality education which works to support their needs and anticipated outcomes.

For academies which are sending students to Alternative Provision placements at other schools and settings, we record details of the placements for each student that a placement has been arranged for. Recording of this is applicable to each Spring School Census. For more information from the DfE about what data is required and when, please see the DfE's Census Data Items guidance.

Our academies may arrange alternative provision for students for several reasons including, but not limited to, the following:

- to encourage the inclusion in education of students who have had one or more fixed-period exclusions, or who are at risk of permanent exclusion
- to ensure students are offered a variety of alternative curriculum provisions as a way of supporting their wider development and equipping them with skills and experience that will benefit them later in life.
- to further personalise the curriculum for some students, where there is a need
- to meet the needs of students who struggle to access the academic and social demands of onsite education expectations, with a commitment to reintegration back into mainstream based on agreed individualised timeframes between the academy and the host school/ provider.
- to negate any damage caused by negative experiences a student may have had in subject areas they cannot access
- to meet the child's EHCP obligations
- to provide a greater degree of flexibility in what and how students learn, increasing a student's motivation
- to give students a level of independence and encouragement to take responsibility for themselves

## Ensuring high quality alternative provision

Alternative provision will differ from student-to-student, dependent on their needs. However, the providers commissioned by the academy must:

- result in ensuring improved indicators (improved attendance and engagement, reduction in exclusion, a high-quality curriculum, successful outcomes, effective transition, and appropriate destinations)

- be suited to individual students' capabilities and identify their specific personal, social, and academic needs to help them overcome any barriers to attainment and learning
- achieve good academic attainment on par with that provided at the academy and deliver appropriate accreditation and qualifications
- improve student motivation, self-confidence, attendance, and engagement with education.
- report attendance as agreed in a timely fashion – daily (or on those days when the student is timetabled to attend)
- report breaches of Health and Safety urgently to the commissioning academy
- report Safeguarding concerns to the academy DSL/DDSL
- be in line with academy expectations including those related to Safeguarding, Behaviour Policy, E Safety and GDPR (General Data Protection Regulations)
- provide clearly defined objectives to the academy and student
- communicate clearly to the commissioning academy

## Commissioning

As part of the commissioning and due diligence process in sourcing new alternative providers, all academies will, in the first instance, complete checks on the provider's GDPR, DBS, wider safeguarding policies and procedures, and where relevant, the latest Ofsted inspection and / or annual local authority inspection report.

If the new provider cannot provide evidence of an up-to-date satisfactory Ofsted or local authority inspection, or any policies or assurances on recruitment and safeguarding that meet our standard, the Trust must not use this provider.

We must ensure that the provider is Ofsted registered and /or on the Notts and Lincs Local Authority approved provider list (directory)

We must ensure that in the case of assessing the needs of a student with an EHCP, the local authority is involved in brokering suitable provision – especially if the provision is unregistered with Ofsted.

Nottinghamshire directory:

[Provider Directory](),

additionally, Nottingham City providers can be found here:

http://www.apnottingham.org.uk/list-of-providers/

Lincolnshire providers can be found here:

https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/results.action?familychannel=1204&sr=10&nh=10

**1 The provider must:**

- complete an agreed contract with the Trust, overseen and approved by the Procurement Lead in consultation with the Principal and Executive Principal of the respective academy
- complete a check of risk assessments and documentation to the satisfaction of the Trust
- provide a completed Safeguarding checklist
- provide an up to date 'Letter of Assurance' or 'Letter of Comfort' covering all staff and services

**Note: The academy will provide referral information using the Placement Request Form (appendix 1) and Risk Assessment Documentation (appendix 2) and will conduct Quality Assurance checks (appendix 3) in a timely fashion.**

**As part of our ongoing statutory duty of care each academy shall complete Pre-placement forms and the LA pupil placement checklist and ongoing QA (appendix 4)**

**2 The academy must ensure that:**

- referrals include a completed, agreed referral form, medical information, SIMS contact sheet, EHCP targets (where relevant) and Personal Support Plan/Risk Assessment
- senior and/or middle leaders conduct Quality Assurance visits at least three times each school year, checking on paperwork, policies, and safeguarding. They will also observe a session and check the progress of learners
- the placement continues to be assessed on suitability and the student risk assessed for the potential opportunity for them to re-enter mainstream education back at the commissioning academy
- other visits are arranged as required. For example, for those students with an Education Health Care Plan a visit and assessment must take place monthly
- AP providers attend annual CPD (Continued Professional Development) sessions including safeguarding training and updates in accordance with their statutory duty of care and the terms of assurance/service level agreement, as per Trust expectations

**3 Suitability of providers**

Academies can access a variety of offsite alternative provision placements and have procedures in place (including Quality Assurance) to ensure students make good progress whilst at the provision.

The Trust holds a directory of AP for Nottinghamshire and Lincolnshire and assesses the quality of education provision.

Service Level Agreements in addition to Ofsted regulation and LA (Local Authority) quality assurance ensure all providers have relevant policies in place to cover safeguarding, health, and safety. We expect that all local authority approved providers are subject to a regular CQAF

monitoring arrangement (see appendix 5) and that they provide our academies with their latest CQAF. These are held in respective academy single central records (SCR).

Where students have been placed under Education Other Than at School (EOTAS), we expect that additional monitoring of the quality of teaching and learning to have been carried out by the LA (see appendix 6) and that this is made available to our academies pre-placement.

**4 Planning**

The Trust focusses on the early assessment and identification of a student's needs.

If a student is directed to alternative provision, the academy ensures that a personalised learning plan is developed, setting clear objectives for improvement and attainment (where possible using external qualification measures) timeframes, arrangements for assessment and monitoring progress, and a baseline of the current position. Students will be expected to evaluate their own placement and any written reports and updates will be stored with their assessments and qualifications.

## Referral process

The academies work in conjunction with offsite alternative providers to develop procedures for referring and admitting students to alternative provision. They use the Trust or the providers own Placement Request Form in the first instance and may use risk assessments for further contextual information.

Parents / carers are consulted on the referral, where their view will be taken into consideration.

Once the academy has taken the decision to direct a student to offsite alternative provision, the principal will contact the student and their parents/carers to discuss and confirm the decision.

The member of staff will clearly explain to the student and their parents/carers the reasons for directing the student to alternative provision.

An agreement will be made between the academy and the parents/carers with regards to referring the student to alternative provision. This agreement will be reviewed at least half termly.

Responsibilities for supporting the pupil and timescales for reviewing the alternative provision agreement will be made during the initial commissioning meeting, and within the first few weeks of the placement and at subsequent reviews.

Once parents/carers have acknowledged the referral to alternative provision, the student must attend the provision. Failure to attend the provision will carry the same consequences as non-attendance at the school, as outlined in the Attendance Policy.

AP Providers will carry out an induction process with the students.

Where parents/carers refuse the offer of AP, this will be documented. Although our academies may direct students to offsite provision, we encourage dialogue with parents / carers under these circumstances.

A student referred to alternative provision will remain on the academies roll and be registered there from the day the provision commences. The AP will contact the academy to inform of attendance normally by 9.30am *unless there is a different timescale in place* (this will be agreed at the initial meeting).

## Communication with providers

The objectives of placing individual students in offsite alternative provision are clearly communicated to providers and progress against these objectives is monitored by the commissioning academy.

The academy must maintain ongoing contact with the provider/key worker (weekly feedback form) and the student to exchange relevant information, monitor progress and provide pastoral support.

All relevant information shared between the academy, provider and other parties must be communicated in easily understood language and in accordance with data protection principles, including any information on SEND, literacy, safeguarding, or other issues, as well as any information requested by the provider as appropriate.

Providers are made aware that they must raise any safeguarding concerns regarding a student of the academy with the Designated Safeguarding Lead or another DDSL (Designated Deputy Safeguarding Lead) as soon as possible.

## Monitoring academic progress, behaviour, and welfare

Upon placement with offsite alternative provision, the academy will provide the provider with the student's expected academic outcomes – this may also be included on the Placement Request Form.

Whilst a student is placed in alternative provision, the academy will monitor their progress, behaviour, attendance, and welfare.

Providers are required to complete a termly report as part of the school's monitoring process.

The principal must make arrangements for staff to visit students placed in alternative provision as agreed (half termly). They use the quality assurance proforma - appendix 1 when doing this. Our academies also expect to receive regular updates from the provider.

If a serious behaviour incident occurs whilst a student is in alternative provision, the provider will contact the school. Providers have their own codes of conduct, but misconduct could result in provision being immediately withdrawn and in exceptional cases a Suspension or Permanent Exclusion may be issued.

Students who are not making satisfactory progress at their placement (for a number of different reasons) will be invited to a formal review meeting with parents/carers.

If a student's progress does not improve following two formal review meetings, the academy may end the placement and look for more suitable provision.

The placement may also be ended without notice or formal review in some extreme circumstances, e.g., safeguarding concerns, gross misconduct.

**For those students making exceptional progress, a review of the placement in the context of re-integration back into mainstream Education will be carried out** in accordance with the termly timescales referred to in the section headed Commissioning, point 2 above.

## Monitoring attendance

The Trust considers daily attendance checking as a statutory safeguarding requirement.

The Trust recognises that, for alternative provision to benefit students, they must attend the provision. Therefore, the commissioning academy monitors the attendance of all students in alternative provision.

- **providers are required to contact the academy daily whenever a student is in attendance and / or is absent when expected at the provision.**
- **the Academy must formally monitor the attendance of students placed in alternative provision and update attendance records daily.**

The provider will contact the student's parents/carers, where their student has been absent from provision, to resolve the issue and to ensure regular attendance is achieved.

Students whose attendance falls below the academy's target will be subject to interventions as per the respective Attendance Policy.

## Review

This non-statutory policy will be reviewed by Diverse Academies annually.

Any changes will be communicated to all members of staff.

This document will be available on the trust website.

| Policy lead | Patrick Knight |
|---|---|
| Policy renewal date | June 2024 |
| Policy approving body | ELT |
| Date of approval | 07.11.23 |
| Adopted on | 08.11.23 |

## Appendix 1: Offsite Alternative Provision Placement Request Form

**Diverse Academies**

## Alternative Education Provision
## PLACEMENT REQUEST FORM

### 1. LEARNER DETAILS

| | |
|---|---|
| **Reference No** (student's initials and date of request - to be used in all correspondence) | *To be completed by Commissioning Academy* |
| **NAME** | |
| **DOB** | |
| **Current School Year** | |
| **Home Area** | |
| **Gender** (Delete as appropriate) | Male <br> Female <br> Other (please state) |
| **EHC (Education Health and Care) Plan / Statement** | YES <br> NO |
| **Look After (CLA)Status** | YES <br> NO |
| **Ethnicity** | |
| **First Language** | |
| **Medical Information** (Please provide details) Do reasonable adjustments need to be made to the learning environment? | YES    *If yes, please provide details* <br> NO |
| **Is there a requirement for medication to be administered during the day?** | YES <br> NO |
| **If Yes:** Self-administer **OR** Requires adult administration | |
| Are there any dietary requirements? | YES    *If yes, please provide details* <br> NO |
| **PREFERRED START DATE:** **(MUST be completed)** | |
| **END DATE: (IF KNOWN)** | |

**Preferred Timetable: MUST BE COMPLETED**

| Timetable – please select preferred days | | | | |
|---|---|---|---|---|
| **Monday** <br><br> am ☐ <br><br> pm ☐ | **Tuesday** <br><br> am ☐ <br><br> pm | **Wednesday** <br><br> am ☐ <br><br> pm ☐ | **Thursday** <br><br> am ☐ <br><br> pm ☐ | **Friday** <br><br> am ☐ <br><br> pm ☐ |
| **Comments:** | | | | |

Consideration for multiple providers will be given for learners requiring full time provision as per Ofsted Guidance.

*How many hours can an Alternative Provider deliver?*
*To ensure that all providers fulfil their statutory requirements when offering Alternative Provision programmes, a provider of alternative provision should be registered as an independent school if it caters full time for five or more learners of compulsory school age; or one such learner who is looked after or has a statement of special educational needs or Education Health & Care Plan.*

## 2. REASON FOR PLACEMENT REQUEST

**Please provide specific reasons for the referral (select one)**

| Short term <br> Support into an identified school/provision <br> (Place is already confirmed) | Medium term <br> Support to identify and transition to other school/provision | Long term <br> As part of an agreed ongoing package of education |
|---|---|---|
| ☐ | ☐ | ☐ |
| **Reason for referral:** | | |

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**Type of Provision**

| Academic | Vocational |
|:---:|:---:|
| ☐ | ☐ |

| Group Learning | Reason: |
|:---:|:---|
| ☐ | |
| **1: 1 Provision** <br> ☐ | Reason: |
| **2: 1 Provision** <br> **(Or greater)** <br> ☐ | **Reason including Risk Assessment** |

**Where will the learner access their education?**

| Support required in student's home | Support in community venue | Support in provider's own venue |
|:---:|:---:|:---:|
| ☐ | ☐ | ☐ |
| Reason: | Reason: | Reason: |

### 3. Education Profile – <u>Please See attached information regarding profile</u>

| Primary | | | |
|---|---|---|---|
| | **Working Below** | **Working At** | **Working above** |
| **Reading** | | | |
| **Writing** | | | |
| **Maths** | | | |
| **Secondary: Key Stage 3** | | | |
| | **Working Below** | **Working At** | **Working above** |
| **English** | | | |
| **Maths** | | | |
| **Science** | | | |
| **Personal & Social Development** | | | |

**Please see attached information regarding profile**

| Secondary: Key Stage 4 | | | |
|---|---|---|---|
| | **Current level** | **Target grade** | **Examination** |
| **English** | | | |
| **Maths** | | | |
| **Science** | | | |
| **Personal & Social Development** | | | |
| **Additional Subjects** | | | |
| | | | |
| | | | |
| | | | |
| | | | |

| How would you grade the learner's overall progress | Needs Improvement

Below expectations | Meeting | Exceeding |
|---|---|---|---|
| | | | |

A **FULL** academic record should be copied in here including other qualifications studied. If information is not available, please supply a teacher assessment
**See attached**

### 4. Attendance

| Current Attendance (%) | Authorised Absence (%) | Unauthorised Absence (%) | Date of last Attendance | Is the learner expected to attend 5 days/week? |
|---|---|---|---|---|
| | | | | YES

NO |

| | |
|---|---|
| *If no, please provide further details:* | |
| **Family Service Involvement re attendance enforcement** | YES<br><br>NO |
| *If yes, please provide contact details* | |
| **Name** | |
| **Tel. Nº.** | |

y n

### 5. Exclusion history over last 12 months

| Length of exclusion (days)<br>(Dates of exclusion) | | Reason for exclusion |
|---|---|---|
| **From** | **To** | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

### 6. Details of previous schools attended and any current education provision that will continue to be provided (Name of Schools)

| - **Previous schools attended**<br>- **any current education provision that will continue to be provided by Named School** | **From** | **To** |
|---|---|---|
| | | |
| | | |

|  |  |  |
|---|---|---|
|  |  |  |
|  |  |  |

**7. SEND Profile**

**SEN Support** YES / **NO**

**Statement of SEN or EHC Plan** YES / **NO**

**Please provide details of the learner's Special Education Need:**
(Please indicate in all the boxes that apply to the learner)

| **Does the learner have a specific diagnosis?** (e.g., ADHD, ASD (autism spectrum disorder), Epilepsy, Dyslexia) | YES<br><br>NO |
|---|---|
| **Primary SEN Need** (please indicate) | |
| A. ASC (Autism Spectrum Condition) | |
| B. Cognition and Learning Difficulties | |
| C. Social, Emotional and Mental Health | |
| D. Communication and Interaction | |
| E. Sensory and Physical | |
| **Secondary SEN Need** (please indicate):<br><br>SMH | |
| **Provision Map:** | YES<br><br>NO |
| *If yes, please provide details* | |
| **Does the learner have a Risk Assessment in place?** | YES    *If yes, please attach*<br><br>NO |

**8. Social Profile**

| **Is the learner open to social care?** | YES<br><br>NO____ |
|---|---|
| *If yes, please provide contact details* | |

| | | |
|---|---|---|
| **Does the learner have an EHAF (Early Help Assessment Form)?** | YES <br> NO | |
| *If yes, please provide contact details* | | |
| **Does the learner have a CIN (Child in Need) Plan?** | YES <br> NO | |
| **Does the learner have a CP (Child Protection) Plan?** | YES <br> NO | |
| **Is the learner Looked After?** | YES <br> NO | |
| **Name of lead professional and role:** | | |
| **Email:** | | |

Other Agency Involvement *(tick all that apply)*

| | Current | Expired <br> (within 1 year) | Contact Name | Email |
|---|---|---|---|---|
| **YOT (Youth Offending Team)** | | | | |
| Brief detail: | | | | |
| **Police** | | | | |
| Brief detail: | | | | |
| **CAMHs** | | | | |
| Brief detail: | | | | |
| **Other** (state) | | | | |
| Brief detail | | | | |

| **Family Overview** <br> (*i.e., Position of young person in relation to siblings, parental details etc.*) |
|---|
| |

**Does the learner fall into a vulnerable group?**

Please check all relevant boxes

| | |
|---|---|
| **Permanent Exclusion** | ☐ |
| **Gypsies, Roma, and Travellers (GRT)** | ☐ |
| **Child Missing Education** | ☐ |
| **Child refugee or child of asylum seeker** | ☐ |
| **Young carer** | ☐ |
| **Unaccompanied asylum-seeking child** | ☐ |
| **School refuser** | ☐ |
| **Eligible for Free School Meals (FSM)** | ☐ |
| **Looked After** | ☐ |
| **At risk of child sexual exploitation (CSE)** | ☐ |
| **Young offender** | ☐ |
| **Pregnant student/ School Girl Mother (PPSM)** | ☐ |
| **Anxious Learner** | ☐ |

9. **Expected Outcomes**

   **Please provide targets to enable the provider to plan for the learner.**

| Attendance Target | Social, Emotional, Mental Health Target | Academic Targets |
|---|---|---|
| | | |

**What is the learner's expected outcomes the provider should aim to achieve?**
- Attendance
- Progress in CORE
- Working with Others safely

**What curriculum would be most appropriate for the learner?**

| | |
|---|---|
| **Pathway one**: Broad, balanced curriculum. GCSE's and FE (Further Education) (academic/mainstream style) | |
| **Pathway two**: Vocational Provision 14-19 curriculum. FE and work placements | |
| **Pathway three**: Foundation Learning, National Accreditation, Key Skills | |

### 10. Main Qualifications required (including QCA code)

| Qualification | QCA Code |
|---|---|
| **As per school timetable/curriculum.** | |
| | |
| | |
| | |
| | |

### 11. Learner Profile

*Please rate the learner's skills in each of the following area by highlighting in yellow*

| | Good | | Requires Improvement | |
|---|---|---|---|---|
| **Attendance** | 4 | 3 | 2 | 1 |
| **Time Keeping** | 4 | 3 | 2 | 1 |
| **Confidence** | 4 | 3 | 2 | 1 |

| | | | | |
|---|---|---|---|---|
| **Interaction with other learners** | 4 | 3 | 2 | 1 |
| **Interaction with Teachers** | 4 | 3 | 2 | 1 |
| **General behaviour** | 4 | 3 | 2 | 1 |
| **Attitude to home life and current situation** | 4 | 3 | 2 | 1 |
| **Parental Attitude to school** | 4 | 3 | 2 | 1 |
| **Emotional Resiliency** | 4 | 3 | 2 | 1 |
| **Comments:** | | | | |

**12.    Other indications of risk within school environment**

**Please indicate whether any of the following apply to the learner**

| | Never | Sometimes | Often |
|---|---|---|---|
| **Gives in easily to pressure from others** | | | |
| **Being Transported** | | | |
| **Has poor control of temper** | | | |
| **Challenges authority** | | | |
| **Has caused damage to property** | | | |
| **Verbally abuses peers** | | | |
| **Verbally abuses staff** | | | |
| **Displays aggressive behaviour** | | | |
| **Has caused deliberate injury to peers** | | | |
| **Has caused deliberate injury to staff** | | | |
| **Displays sexually inappropriate behaviour** | | | |
| **Attempts to manipulate / control others** | | | |
| **Is at risk of self-harm** | | | |
| **Runs out of buildings** | | | |

| | | | |
|---|---|---|---|
| **Drugs / alcohol have an impact on behaviour** | | | |
| **Has brought in or used an offensive weapon** | | | 23 |
| **Has racist tendencies** | | | |
| **Comments:** | | | |

**A full risk assessment should be included (where available), including physical intervention policy and any strategies that are known to work or not work with this learner.**

**As part of the initial assessment undertaken by Providers, a full risk assessment should be completed.**

13. **Learner Pen Picture**

| Strengths | Areas for Development |
|---|---|
| | |
| **Triggers** | **Learning Style / Favoured Learning Environment** |
| | |
| **Behaviours** | **Strategies** |
| | |

**Details of the learner's interests and aspirations including their preferences regarding type of education provision.**
**Please also attach a copy of the learner's OWN statement if one is available**

**Appendix 2: Offsite Alternative Provision Individual Risk Assessment**

DA Diverse Academies

**INDIVIDUAL RISK ASSESSMENT**

**Alternative provision**

| NAME and UPN: | | YEAR: |
|---|---|---|
| Academy: | Person Completing and position: | Date of completion: |
| Alternative provider (URN): | Contact at centre and position: | Date of receipt: |
| WHO MIGHT BE AT RISK? | | How many are affected? |
| BRIEF HISTORY – please include details of any CRB (Coping with Risky Behaviour) / physical interventions / behavioural / emotional / mental health band wider health concerns: | | |
| SAFEGUARDING CONCERNS – information confidentially held in My Concern<br><br>Level of Need:<br><br>Categories disclosed in system:<br><br>Agency involvement / referrals:<br><br>Emergency contact: | | |
| EHCP (if applic.) – details (attach)<br><br><br>Review date: | | |

| RISK OF HARM TO SELF and OTHERS etc. | ✓ if applicable (any previous history?) | CONTROL MEASURES/COMMENTS | HIGH MEDIUM LOW Risk? |
|---|---|---|---|
| • | | | |
| • | | | |

| | | | |
|---|---|---|---|
| • | | | |
| **TRANSPORT** <br><br> **DW will be transported to and from school by his mother and will not require LA transport arrangements.** | ✓ if applicable (any previous history?) | **CONTROL MEASURES/COMMENTS** <br><br> LOW | HIGH MEDIUM LOW Risk? |
| **KNOWN 'TRIGGERS' FOR UNACCEPTABLE BEHAVIOUR** | ✓ if applicable (any previous history?) | COMMENTS | HIGH MEDIUM LOW Risk? |
| • | | | |
| • | | | |

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Are there any other foreseeable hazards associated with this pupil?   Please circle YES/NO
**List any additional control measures**

<br><br><br><br><br>

**REVIEW DATE: (this should be at least half termly)**

<br><br><br><br>

**COMMISSIONING PRINCIPAL COMMENT**: (e.g., list any action required that has been referred to higher management, and state to whom it has been referred):

<br><br><br><br>

**Insert e-signature**

**AP CENTRE MANAGER / PRINCIPAL COMMENT:**

<br><br><br>

**Insert e-signature**

## Appendix 3: Offsite Alternative Provision Quality Assurance Checks

**Diverse Academies**

## Appendix 3

| Provider (+URN) | | Date: | |
|---|---|---|---|
| Number of Staff present at provision: | | Year Group: | |
| Report produced by: | | No. of Students on roll and present | |
| Subjects taught: | | Time of QA: | |

**Description of activities and structure of the day / observations**

**Key Strengths (exemplar statements – please overwrite as necessary)**
- *Safeguarding checks on staff – e.g., DBS, barring etc... s128*
- *Regular communication shared with commissioning academy re: attendance and safeguarding concerns and observations*
- *Staff-student relationships- Staff know the students well. Staff can work 1:1 with students when needed.*
- *SMSC / peer-on-peer and wider PD (Personal Development) tracking and delivery.*
- *Consistent expectations from all staff.*
- *Tracking of students' work.*
- *Internal quality assurance that has been developed.*
- *Staff expectations and consistency.*
- *The clear routine in place supports the smooth running of the day at the CAST.*
- *Facilities on site are good, there are plenty of options for space and a quiet area.*
- *Staff are supportive, there is a clear nurturing ethos on site.*
- *Questioning and feedback are used well by staff to assess students learning and develop their understanding.*
- *Most students remain on roll and do not leave the provision.*
- *Staff development now takes place regularly.*
- *Effective planning and excellent resources which aids good teaching and learning.*
- *Flexibility with groups and rotating students.*
- *Great opportunities for off site visits.*
- *Fantastic community work.*
- *Collaboration with APT to deliver PSE units.*
- *Pastoral and nurturing element of staff.*

| |
|---|
| • *Great use of humour* |

**Key Areas for Improvement (exemplar statements – please overwrite)**

- *Communication of information for required deadlines*
- *Reporting to referring centres needs to be up to date and sent in on time.*
- *Embedding of core skills. This could be developed within all sessions and support the provision to be outstanding in teaching and learning.*
- *The ending of the day is still a little unstructured sometimes. However, I realise this is difficult to address when students leave at differing times.*
- *Online safety needs developing. Students do not need access to a laptop or PC to undertake online safety sessions.*
- *Ensure British Values are signposted in the curriculum you deliver.*

| |
|---|
| Date of next planned QA: |
| Signed: |
| Role: |

A copy of this Quality Assurance report will be made available during AIRs (Academy Improvement Reviews) / Ofsted Inspections and will be shared with the following:

- Executive Principal
- Principal
- Designated Safeguarding Lead
- SENDCo
- Local Academy Committee
- Strategic Development Lead, safeguarding
- Strategic Development Lead, engagement
- Strategic Development Lead, SEND

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# Appendix 4:  Alternative Provision Student Checklist and pre-placement Provider QA

Student**'s Name:**
**Year group:**
**Alternative Provider / URN:**
**Confirmed on the county approved list (Ofsted unregistered) Provider:**
**Date of check:**

| Monitoring Strands | Comments | | Signature & Date |
|---|---|---|---|
| **Parental Consent** | | | |
| • AP discussed with parents / carers | | | |
| • Student Views sought | | | |
| • Consent gained | | | |
| **NCC Approved Provider Status** | | | |
| • Does this AP have NCC Approved Provider status? | Yes – see Appendix 1: 'CQAF Monitoring' for NCC Approved Provider checks | No – school is responsible for conducting all checks *prior* to placement | |
| **Registration Status** | | | |
| • Registered with DfE? | | | |
| • Unregistered? | | | |
| • If unregistered, check AP's compliance with registration threshold for *all* students of compulsory school age attending the provision: <br> • 5 x or more fte students <br> • 1 x fte with EHCP <br> • 1 x fte CLA | | | |
| **Commissioned Timings & Anticipated Timeline** | | | |
| • First provision | | | |
| • Second provision | | | |
| • School | | | |
| • Funding arrangements | | | |
| **Outcomes** | | | |
| • Specific personal, social, and emotional needs of students are clearly recorded with appropriate action plans and clearly defined outcomes | | | |
| **Health and Safety** | | | |
| • Pre-placement onsite visit: Health and Safety: tour of site | | | |

| | | |
|---|---|---|
| • Environment Risk Assessment shared | | |
| • Student's risk assessment shared, discussed & agreed | | |

| | | |
|---|---|---|
| • Written confirmation of safer recruitment checks undertaken by provider | | |
| • Provider LoA prior to placement / SCR | | |
| • Named Designated Safeguarding Lead / Date of DSL training | | |
| • Safeguarding training for AP staff team: KCSiE refresher training | | |
| • Safeguarding procedures are robust, and concerns communicated to school and recorded in a timely manner | | |
| • Procedure for reporting concerns – key contact details:  <br>• School:  <br>• AP: | | |
| • Arrangements for gathering studentviews / frequency | | |

**Attendance**

| | | |
|---|---|---|
| • Recorded daily | | |
| • First Day response: non-attendance is followed up immediately & school informed | | |
| • Strategies to improve attendance agreed | | |
| • Key Contact Numbers  <br>• School:  <br>• AP: | | |
| • Weekly attendance data  <br>• Tracking over time (patterns & trends) | | |

**Behaviour**

| | | |
|---|---|---|
| • Calm, purposeful atmosphere | | |
| • The specific personal, social, and emotional needs of students are properly identified and met to improve behaviour *for* learning | | |
| • Behaviour Policy in place | | |
| • Behaviour management training | | |

| | | |
|---|---|---|
| • Appropriate response to challenging behaviour by staff | | |
| • Recording of incidents in a timely manner and communication of incidents with school | | |
| **Curriculum** | | |
| • Well-planned, broad, and balanced | | |
| • High quality teaching and learning observed | | |
| • Contingency arrangements for remote / blended learning in place | | |
| • Expected rates of progress & attainment | | |
| • Range of accredited courses offered / followed | | |
| **Personal Development** | | |
| • Planning incorporates student's SEN as described in their EHCP | | |
| • The specific personal, social, and academic needs of students are properly identified and met to address any barriers to attainment | | |
| • Developing positive relationships | | |
| • Improved student motivation and self-confidence over time | | |
| • 'Keep in Touch' arrangements for school connectedness | | |
| • Well planned transition: Clearly defined objectives, including the next steps following the placement with a focus on reintegration into mainstream education, further education, training, or employment. | | |
| • Successful transition to appropriate destination | | |
| **Review Meeting Dates:** | | |
| • Weekly update phone calls | | |
| • Half termly reports | | |
| • Termly review meetings | | |
| • Annual review meetings | | |
| **COVID arrangements** | | |
| • Control Measures
• Infection Control | | |

| | | |
|---|---|---|
| • COVID Risk Assessments in Place<br>• Safe and Well Checks | | |
| • Positives | | |
| • Action Points | | |

## Appendix 5: Local Authority Monitoring of Approved Providers (Notts)

For information only

The following documents are local authority templates we would expect to see for all registered providers.

**DA Diverse Academies**

## Appendix 5: Local Authority Monitoring of Approved Providers (Nottinghamshire)

## CQAF Monitoring

Prior to inclusion on the Approved provider Directory, providers are assessed by the LA on the 6 following criteria and are required to submit supporting documents:

- **Risk Assessment & Support Planning** (CYP (Children and Young People) risk assessment policy, example CYP risk assessment, example CYP support plan including SMART (Specific, Measurable, Achievable, Relevant, Time) targets, GDPR/data protection policy)

- **Health & Safety** (health and safety policy including first aid and fire safety, health and safety certificate, health and safety checklists, fire alarm log, example health and safety risk assessments including fire safety and property risk assessments, accident/incident log, PAT testing, lone working policy and lone working risk assessment and emergency call out procedures)

- **Safeguarding & Protection from Abuse** (Safeguarding policy, safeguarding log, single central record, training matrix including safeguarding, CCE (Child Criminal Exploitation), CSE, FMG, trafficking and prevent, whistle blowing policy, staff code of conduct which references professional boundaries and personal benefit, evidence of multi-agency working and how support is offered to victims of abuse, evidence of DSL)

- **Fair Access & Diversity** (Equality and diversity policy, transition plans, behaviour management policies, behaviour contracts)

- **Client Involvement & Empowerment** (information/welcome packs, statement of rights and responsibilities, documented approaches to independence and empowerment, complaints policy and procedure, complaints log, information regarding independent advocacy)

- **Management of Supervision** (Safer recruitment policy and recruitment process, supervision policy and notes, staff meeting log/notes, introduction process and mandatory training, recording of staff awareness of policies and procedures

**Monitoring from the LA is undertaken bi-annually afterwards alternating between the CQAF and Quality Assurance of Teaching and Learning. When concerns arise, further investigation and support is offered. If concerns persist, it can result in suspension of Approved Provider status.**

## Appendix 6: Local Authority QA Monitoring of T&L

For information only


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## Appendix 6: Local Authority QA Monitoring of T&L
*(NB: restricted to EOTAS (Education Other Than at School) Students only)*

Onsite visits are scheduled to facilitate the monitoring of:
- Leadership and Management structure of the provision / staffing levels / number of students

**Curriculum**
- The delivery of a broad and balanced curriculum / range of accredited courses on offer
- Quality of teaching and learning: planning / delivery / relevance
- Accurate identification of students' needs to address barriers to learning
- Scrutiny of students' work
- Quality of assessment & feedback
- Progress and attainment tracking
- Transition support

**Attendance**
- Daily recording of attendance
- First Day response procedures: non-attendance is followed up immediately
- Tracking of attendance data

**Behaviour**
- The specific personal, social, and academic needs of students are properly identified and met to help them to overcome any barriers to attainment.
- Improved motivation and engagement
- Behaviour Policy / staff training / recording of incidents

**Personal Development**
- Planning incorporates student's SEN as described in their EHCP
- The specific personal, social, and academic needs of students are properly identified and met
- Improved student motivation and self-confidence over time
- Well planned transition: Clearly defined objectives, including the next steps following the placement such as reintegration into mainstream education, further education, training, or employment.

**Destination**
- Successful transition to appropriate destination

**COVID** (when applicable)
- COVID Arrangements:
- Control Measures
- Infection Control

- COVID Risk Assessments in Place
- Safe and Well Checks