

Alternative Provision Policy

March 2022

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Policy Statement

Vision, mission and values

At Diverse Academies we acknowledge that some of our pupils need flexible, individual curriculums and occasionally (when relevant) timetables to meet the needs outlined in their EHCP (Education Health & Care Plan).

Purpose and intent

Our curriculum and environment need to be inclusive and accessible, providing opportunities for all pupils to succeed. However, we recognise the need to offer other provisions, which offer other opportunities to allow pupils to achieve outside of what is available in the school environment, particularly as they prepare for adulthood.

Diverse Academies has a commitment to ensuring that such provision represents excellent value for money resulting in secure outcomes and future pathways for our young people

Roles and responsibilities

The Board of Trustees is responsible for monitoring and reviewing the implementation of this policy.

The Principal is responsible for taking overall responsibility of the 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.

The Principal ensures that budgets for alternative provision are established in time and managed effectively. The academy works with parents/carers to identify that alternative provision is necessary and works with parents/carers and the child 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:

- Continuing to work closely with SLT (Senior Leadership Team) to ensure that the appropriate measures are in place to support pupils in offsite alternative provision.
- Undertaking visits to the offsite alternative provision sites, as requested by the Principal, to review the progress of relevant pupils, paperwork, policies and safeguarding checks, and session observations not less than three times each academic year. This may be more regular for those pupils with an EHCP.

- Deciding on an appropriate course of action, in conjunction with the Principal, if informed by a provider of any serious behavioural incidents in relation to the academy's pupils.
- Ensuring that the alternative education providers used by the academy are appropriately checked, and that they have the relevant policies in place to cover safeguarding e-safety, data protection, health, and safety.
- Complying with guidance in relation to ensuring all adults at the provision are cleared to work with pupils, 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.

The Commissioning member of staff is responsible for:

- 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.

The School Administrator/attendance officer is responsible for:

- Monitoring the attendance of pupils who have been referred to alternative provision and updating the school's records daily.
- Ensuring that communication from the AP is every day – 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 universal offer so that it fits the needs of most, but pupils have a range of social, emotional, and mental health needs, and many have co-existing diagnoses such as Autism, ADHD, ODD, PDA, Attachment Disorder or needs, anxiety or Sensory processing difficulties.

Policy

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
- DfE (2013) Alternative Provision
- DfE (2017) Exclusion from maintained schools, academies, and pupil referral units in England

This policy operates in conjunction with the following DAT (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

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

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

- To encourage the inclusion in education of pupils who have had one or more fixed-period exclusions, or who are at risk of permanent exclusion
- To ensure pupils 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 pupils, where there is a need

- To meet the needs of pupils 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 commissioner and the host school
- To negate any damage caused by negative experiences a pupil may have had in subject areas they cannot access
- To meet the EHCP obligations
- To provide a greater degree of flexibility in what and how they learn, increasing a pupil's motivation
- To give pupils a level of independence and encouragement to take responsibility for themselves

Ensuring high quality alternative provision

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

- Represent excellent value for money resulting in improved indicators (improved attendance and engagement, reduction in exclusion, a high-quality curriculum, successful outcomes, effective transition, and appropriate destinations)
- Be suited to individual pupils' 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 pupil motivation, self-confidence, attendance, and engagement with education.
- Report attendance as agreed in a timely fashion – daily (or on those days when the pupil 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 pupil.
- Communicate clearly to the commissioning academy.

Commissioning

Before commissioning a service, the academy must ensure:

- that the provider is Ofsted registered and /or on the Notts and Lincs Local Authority approved provider list (directory)
- [Provider Directory](#), additionally, Nottingham City providers can be found here: <http://www.apnottingham.org.uk/list-of-providers/>
- <https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/results.action?familychannel=1204&sr=10&nh=10>

1 The provider must:

- Complete an agreed contract.
- Complete a check of Risk Assessments and Documentation.
- Be satisfied that a Safeguarding checklist has been completed.
- Work together to continue to improve the service.

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.

2 These must ensure that:

- Referrals include a completed, agreed referral form, medical information, SIMS contact sheet, EHCP targets 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 child 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 pupils 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 pupils make good progress whilst at the provision.

The Trust holds a directory of AP for Nottinghamshire and Lincolnshire and assesses the quality and value for money provided in an annual auditing process under the direction of an Executive Principal.

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.

4 Planning

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

If a pupil 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. Pupils 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 pupils to alternative provision. They use the DAT Placement Request Form in the first instance and may use risk assessments for further contextual information.

Once the academy has taken the decision to direct a pupil to offsite alternative provision, the principal will contact the pupil and parents to discuss the decision.

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

An agreement will be made between the academy and the parents with regards to referring the pupil 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 meeting and at reviews.

Once parents have acknowledged the referral to alternative provision, the pupil must attend any on or off-site 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 pupils.

Where parents/carers refuse the offer of AP, this will be documented.

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

Communication with providers

The objectives of placing individual pupils 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 pupil –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 pupil of the academy with the Designated Safeguarding Lead or another DDSL as soon as possible.

Monitoring academic progress, behaviour, and welfare

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

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

Providers are required to complete a termly report on the pupil's behaviour, effort, skills, and teamwork, as part of the school's monitoring process.

The Principal must make arrangements for staff to visit pupils placed in alternative provision as agreed. They use the quality assurance proforma - appendix 1.

If a serious behaviour incident occurs whilst a pupil 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.

Pupils who are not making satisfactory progress at their placement will be invited to a formal review meeting with parents/carers.

If a pupil's progress does not improve following two formal review meetings, the academy may end the placement.

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

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

Monitoring attendance

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

- **Providers are required to contact the school daily whenever a pupil is in attendance and / or is absent when expected at the provision.**
- **The Academy must formally monitor the attendance of pupils placed in alternative provision and update attendance records daily.**

The AP will contact pupils' parents, where their child has been absent from provision, to resolve the issue and to ensure regular attendance is achieved.

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

The Trust considers daily attendance checking as a statutory safeguarding requirement

Monitoring and 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.

Appendix 1: Offsite Alternative Provision Placement Request Form



Alternative Education Provision PLACEMENT REQUEST FORM

1. LEARNER DETAILS

Reference No <i>(child's initials and date of request - to be used in all correspondence)</i>	<i>To be completed by Commissioning Academy</i>
DOB	
Current School Year	
Home Area	
Gender <i>(Delete as appropriate)</i>	Male Female Other (please state)
EHC (Education Health and Care) Plan / Statement	YES NO
LAC Status	YES NO
Ethnicity	
First Language	
Medical Information <i>(Please provide details)</i> Do reasonable adjustments need to be made to the learning environment?	YES <i>If yes, please provide details</i> NO
Is there a requirement for medication to be administered during the day?	YES NO

If Yes: Self-administer OR Requires adult administration	
Are there any dietary requirements?	YES <i>If yes, please provide details</i> NO
PREFERRED START DATE: (MUST be completed)	
END DATE: (IF KNOWN)	

Preferred Timetable: MUST BE COMPLETED

Timetable – please select preferred days				
Monday	Tuesday	Wednesday	Thursday	Friday
am <input type="checkbox"/>	am <input type="checkbox"/>	am <input type="checkbox"/>	am <input type="checkbox"/>	am <input type="checkbox"/>
pm <input type="checkbox"/>	pm <input type="checkbox"/>	pm <input type="checkbox"/>	pm <input type="checkbox"/>	pm <input type="checkbox"/>
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 Support into an identified school/provision (Place is already confirmed)	Medium term Support to identify and transition to other school/provision	Long term As part of an agreed ongoing package of education
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Reason for referral:

Type of Provision

Academic <input type="checkbox"/>	Vocational <input type="checkbox"/>
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Group Learning <input type="checkbox"/>	Reason:
1: 1 Provision <input type="checkbox"/>	Reason:
2: 1 Provision (Or greater) <input type="checkbox"/>	Reason including Risk Assessment

Where will the learner access their education?

Support required in child's home <input type="checkbox"/>	Support in community venue <input type="checkbox"/>	Support in provider's own venue <input type="checkbox"/>
Reason:	Reason:	Reason:

3. Education Profile – Please See attached information regarding profile

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	Meeting	Exceeding
	Below expectations		

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

<i>If no, please provide further details:</i>		
Family Service Involvement re attendance enforcement		YES NO
<i>If yes, please provide contact details</i>		
Name		
Tel. N°.		

yn

5. Exclusion history over last 12 months

Length of exclusion (days) (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 - 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 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):	
SMH	
Provision Map:	YES NO
<i>If yes, please provide details</i>	
Does the learner have a Risk Assessment in place?	YES <i>If yes, please attach</i> NO

8. Social Profile

Is the learner open to social care?	YES <u>NO</u>
<i>If yes, please provide contact details</i>	

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

Other Agency Involvement (*tick all that apply*)

	Current	Expired (within 1 year)	Contact Name	Email
YOT (Youth Offending Team)				
Brief detail:				
Police				
Brief detail:				
CAMHs				
Brief detail:				
Other (state)				
Brief detail:				

Family Overview

(i.e., Position of young person in relation to siblings, parental details etc.)

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Does the learner fall into a vulnerable group?

Please check all relevant boxes

Permanent Exclusion	<input type="checkbox"/>
Gypsies, Roma, and Travellers (GRT)	<input type="checkbox"/>
Child Missing Education	<input type="checkbox"/>
Child refugee or child of asylum seeker	<input type="checkbox"/>
Young carer	<input type="checkbox"/>
Unaccompanied asylum-seeking child	<input type="checkbox"/>
School refuser	<input type="checkbox"/>
Eligible for Free School Meals (FSM)	<input type="checkbox"/>
Looked After	<input type="checkbox"/>
At risk of child sexual exploitation (CSE)	<input type="checkbox"/>
Young offender	<input type="checkbox"/>
Pregnant Pupil / School Girl Mother (PPSM)	<input type="checkbox"/>
Anxious Learner	<input type="checkbox"/>

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? <ul style="list-style-type: none"> • 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			
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

Appendix 2



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 / physical interventions / behavioural / emotional / mental health band wider health concerns:			
SAFEGUARDING CONCERNS – information confidentially held in My Concern			
Level of Need:			
Categories disclosed in system:			
Agency involvement / referrals:			
Emergency contact:			
EHCP – details (attach)			
Review date:			
RISK OF HARM TO SELF and OTHERS etc.	✓ if applicable (any previous history?)	CONTROL MEASURES/COMMENTS	HIGH MEDIUM LOW Risk?
•			
•			

•			
TRANSPORT 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 LOW	HIGH MEDIUM LOW Risk?
KNOWN 'TRIGGERS' FOR UNACCEPTABLE BEHAVIOUR	✓ if applicable (any previous history?)	COMMENTS	HIGH MEDIUM LOW Risk?
•			
•			

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

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

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

Insert e-signature

AP CENTRE MANAGER / PRINCIPAL COMMENT:

Insert e-signature

Appendix 3: Offsite Alternative Provision Quality Assurance Checks



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)

- 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)

- 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
- Local Academy Committee
- Strategic Development Lead, safeguarding