Commissioning alternative provision

**Advice for schools, commissioners and alternative providers.**

July 2024

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1. What is alternative provision?

Alternative provision can be defined as something in which a pupil participates as part of their regular timetable, away from the site of the school or the pupil referral unit where they are enrolled, and not led by school staff.

Schools can use such provision to try to prevent exclusions, or to re-engage pupils in their education. Pupil referral units are themselves a form of alternative provision, but many pupils who are on the roll of a pupil referral unit also attend additional forms of alternative provision off-site.

2. What schools should know

Responsibility for the alternative provision used rests with the school commissioning the placement. Commissioning schools 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.

A personalised plan for intervention should be prepared by the commissioner 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 EHCPs for children with SEND.

The school commissioning the placement should maintain on-going contact with the provider and pupil, with clear procedures in place to exchange information, monitor progress and provide pastoral support.

The school commissioning the placement should maintain a full record of all placements they make, including a pupil’s progress, achievements and destination following the placement. This should also include the pupil’s own assessment of their placement.

The Ofsted handbook (September 2022 inspections) describes how schools will be evaluated on their use of alternative provision on inspection. This includes:

361. Inspectors will evaluate how well a school continues to take responsibility for its pupils who attend alternative or off-site provision. Inspectors need to be assured that leaders have ensured that the alternative provision is a suitable and safe placement that will meet pupils’ academic/vocational/technical needs, pastoral needs and, if appropriate, SEND needs.

363. Inspectors will normally visit a sample of any part-time unregistered alternative providers during the inspection, as directed by the relevant Ofsted region. This may be completed remotely. This is to assess the adequacy of the school’s quality assurance process.

3. What is good alternative provision?

Good alternative provision is that which appropriately meets the needs of pupils and enables them to achieve good educational attainment on par with their mainstream peers.

**Provision will differ from pupil to pupil, but DfE say provision should:**

* Have a clear purpose with a focus on education and achievement as well as meeting the pupils needs and rigorous assessment of progress.
* 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.
* Be suited to the pupil’s capabilities; give pupils the opportunity to take appropriate qualifications and involve suitably qualified staff who can help pupils make excellent progress; and
* Have good arrangements for working with other relevant services such as social are, education psychology, child and adolescent mental health services, youth offending teams, and drug support services, etc.

**Schools should also ensure that:**

* The specific personal, social and academic needs of pupils are properly identified and met in order to help them to overcome any barriers to attainment;
* Provision leads to improved pupil motivation and self-confidence, attendance and engagement with education;
* Provision has clearly defined objectives, including the next steps following the placement such as reintegration into mainstream education, further education, training or employment.

4. Key points for consideration

* Have the pupil, parents and relevant teacher been spoken to before a decision about alternative provision has been made?
* Is the nature of the intervention, objectives and timeline clearly defined?
* What other considerations are there, such as transport arrangements?
* What does the pupil want, or need, to get from the provision?
* How long should the provision be for?
* Is it part time or full time? If part-time, the pupil should attend school as usual on the days they are not in the alternative provision.
* How will it fit with the pupil’s mainstream curriculum? If part-time or temporary, it should complement and keep up with the pupil’s current curriculum, timetable and qualification route.
* What will success look like at the end of the provision?
* What outcomes do you hope to achieve – particularly in the areas of attendance, attitude, attainment, behaviour and positive destination?

5. DfE registration requirements for alternative providers

Every provider of education that is not a maintained school or academy must be registered as an ‘independent school’ if it provides full-time education to:

* five or more pupils of compulsory school age, or
* one such pupil who is looked-after, or
* one such pupil with an Education Health & Care Plan (EHCP).

It is an offence to operate an unregistered independent school. Applications for registration by new schools must be submitted and approved before a school begins to operate and admit pupils. Ofsted may decide to make an unannounced visit to an institution on the basis of information they have received about it operating as an unregistered independent school. If Ofsted consider in the course of such a visit that an institution is operating unlawfully and should cease to operate as a school, they will inform the operator it is an offence to operate without registration and take any appropriate steps with the LA to ensure the premises and closed and the children provided for.

6. Definition of full-time provision

‘Full-time education’ is not defined in law but DfE state it should equate to what the pupil would normally have in school – for example, for pupils in Key Stage 4 full-time education in a school would usually be 25 hours a week.

DfE also state they will consider any institution that is operating during the day for more than 18 hours per week to be providing full time education. This is because the education being provided is taking up the substantial part of the week in which it can be reasonably expected a child can be educated, and therefore indicates that the education provided is the main source of education for that child.

Relevant factors in determining whether education is full-time include; the number of hours per week including breaks and independent study time, the number of weeks in the academic term/year the education is provided, the time of day, and whether the education provision in practice precludes the possibility that full-time education could be provided elsewhere.

All pupils must receive full-time provision in total, whether in one setting or more, unless a pupil’s medical condition makes full-time provision inappropriate.

7. Derby city alternative provision directory

The Alternative Provision Directory is a list of alternative providers that have identified that they wish to be part of the directory. The quality assurance of providers remains the responsibility of the commissioner, i.e. the school where the child is on roll.

All commissioners of AP, including schools should:

* Check the registration status of each provider and whether they should be registered if they are not.
* Never use provision which contravenes the registration regulations.
* Check provider’s policies and procedures
* Give providers information in writing about the school’s expectations for safeguarding and procedures they should follow if they have a concern about a pupil
* Support providers to access appropriate safeguarding training and information.
* Give providers information in writing about how the school should be informed of attendance and agree the subsequent follow up of absence.

8. The Placement - What are Schools Responsible for?

Once a placement has been agreed, the school maintains responsibility for:

* Pupil welfare: safeguarding, child protection; health and safety
* Sharing all relevant information with the provider including any information on SEND, literacy, safeguarding or other issues.
* Ensuring that parents have clear information about the placement - why, when, where, and how it will be reviewed.
* 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
* Where reintegration to school is an objective, planning for and providing an appropriate package of support to assist the pupil’s reintegration.
* Involving parents in regular reviews of the placement.
* Attendance monitoring and follow-up of absences
* Meeting the needs identified within a child’s EHC Plan;
* Transport arrangements;
* Where a pupil is eligible for free school meals, this will need communicating to the provider and suitable arrangements made;
* Sanctioning a fixed term or permanent exclusion; pupils are legally on the roll of a school and therefore only the pupil’s home school can sanction these;
* Ongoing contact with the pupil and provider to exchange information, monitor progress and provide pastoral support;
* Ensuring the child remains a member of the school community, such as involvement with extra-curricular activities, social events, parents’ evenings, letters to parents or child, and rewards;
* Careers guidance, schools to ensure pupils receive their full entitlement to careers information, advice and guidance;
* 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 behaviour.
* Seeking pupil’s views on success of the placement.
* For Year 11s, working with the provider to prevent young people becoming NEET and ensuring that they can move on to suitable education, training or employment alongside part-time study. Schools should collect and record information about the pupil’s next destination, as an indicator of alternative provision quality.

***Section 18 contains a template which schools can use to quality assure alternative provisions which they commission.***

9. Safeguarding

Commissioning schools must satisfy themselves that providers are compliant with the statutory guidance Keeping Children Safe in Education. A key part of this process should be school staff ensuring that staff at the alternative provision had appropriate checks, for example Disclosure and Barring Service (DBS) Checks.

Commissioning schools must satisfy themselves that providers are familiar with Derby & Derbyshire 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.

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 (KCSIE).

10. Health and safety

The Health and Safety at Work Act 1974 places a duty on employers, including alternative education providers to ensure, so far as is reasonably practicable, the health, safety and welfare at work of its employees, and others who are affected by their activities such as young people on educational placements.

Under the Management of Health and Safety at Work Regulations 1999, employers have a responsibility to ensure that young people at work (including those attending alternative education provision) are not exposed to risk due to lack of experience, being unaware of existing or potential risks and/or lack of maturity, physical capability etc. The council follows the current guidance by the Health and Safety Executive (HSE). This information should be referred to in conjunction with this guidance.

**Key Points:**

1. The alternative education provider has primary responsibility for health and safety of the pupil and should be managing any significant risks. Schools should take reasonable steps to satisfy themselves that providers are doing this.
2. Those commissioning and organising alternative education provision must be competent and ensure it is appropriate for pupils concerned. Provision must be age appropriate and take into consideration any pupils who might be at greater risk, for example due to health conditions or learning difficulties, so this can be taken into account when planning the placement. This should include details of any medical or behavioural conditions as well.
3. Schools should discuss with the provider what the pupil will be doing during the placement, noting any relevant precautions. The alternative education provider (employer) can include specific factors for young people into their existing risk assessment as appropriate.
4. Providers must inform parents/carers of any significant health and safety risks to their child on placement and how they are being controlled. Providers must also inform the school.
5. When commissioning alternative education provision, relevant health and safety information should be obtained to assess the suitability of the provider.
6. It is the responsibility of schools to decide the extent of checks that are carried out when commissioning provision. This will be based on the type of environment and potential risks involved within the placement. Checks should be kept in proportion to the risks involved.
7. In lower risk environments, information gained may be relatively straight forward and limited, whilst in environments with less familiar risks or for those in higher risk environments, such as construction, agriculture, manufacturing or motor vehicle repairs, as well as workshop/machinery environments etc.; the checks will need to be more robust.
8. Schools should satisfy themselves that adequate health and safety arrangements are in place and the work the pupil will be doing is being effectively managed to ensure their health and safety. This will need to consider induction, training, supervision, site familiarisation and any protective equipment that might be needed etc. In addition, pupils should know how and who to raise health and safety concerns.
9. Schools should also check that the provider understands about the specific factors relevant to young people at work, including certain industry specific prohibitions and limitations.
10. For all environments, the local authority strongly recommends that a physical check of the provider and placement is carried out by a competent person. A competent person is somebody who has suitable training, skills, experience and knowledge. Physical checks should look at the general suitability of workplace conditions, housekeeping, toilets and washing facilities, fire precautions, guarding of machines, provision of any necessary protective equipment etc. This list is not exhaustive and there may be other important aspects to consider dependent upon the type of environment and risks involved.
11. There should also be agreement on key points of contact between the provider and school during the placement to discuss any issues or concerns. This includes the reporting of any serious accidents or incidents to the school who should follow their own employer’s accident reporting procedure.
12. Schools should carry out appropriate monitoring throughout the placement to satisfy them that providers are continuing to manage the health and safety of pupils on placement. This could be undertaken as part of a general quality assurance visit to assess the overall effectiveness of the provision. Health and safety checks should be undertaken by a competent person and be kept in proportion to the environment and risks involved. Checks should be recorded.

Providers should complete the Statement of Significant Risks & Control Measures Form. For further information and advice, schools should contact their health and safety advice provider. For more information on health and safety competent advice, refer to: https://www.hse.gov.uk/ Schools where NCC is the employer should contact the NCC Corporate Health & Safety Service.

11. Recording and monitoring attendance

Each pupil attending alternative provision MUST remain on a school roll and the school retains the ultimate duty of care for pre-16 pupils, wherever they are being educated. Whilst a pupil is attending an alternative provider, they are ‘on loan’ from school and providers are obliged to support the school in their duty of care.

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

The provider is responsible for enrolling pre-16 pupils onto their course(s) and for recording, monitoring and reporting attendance and absences. This MUST be completed twice a day, am and pm. This is a legal requirement for any pre-16 group in the same way as it is for post-16 groups (The Education Pupil Registration (England) Regulations 2006).

**Attendance register codes**

Schools are legally responsible for using the correct codes and the importance of using the correct code is also a safeguarding issue. All sessions when a pupil is not expected to physically present in school should be marked appropriately using the DfE registration code as follows:

a) **Code B: Attending any other approved educational activity**

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

b) **Code D: Dual registered – at another educational establishment**

This code is used to indicate that the pupil was not expected to attend the session in question because they were scheduled to attend the other school at which they were registered. The main examples of dual registration are pupils who are attending a pupil referral unit, a hospital school or a special school on a temporary basis. It can also be used when the pupil is known to be registered at another school during the session in question. Each school should only record the pupil’s attendance and absence for those sessions that the pupil is scheduled to attend their school. Schools should ensure that they have in place arrangements whereby all unexplained absence is followed up in a timely manner.

c) **Code C2:** **Leave of absence for a compulsory school age pupil subject to a part-time timetable.**

All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances, where it is in a pupil’s best interests, there may be a need for a temporary part-time timetable to meet their individual needs.

Schools maintained by a local authority and special schools not maintained by a local authority can grant a leave of absence, under regulation 11(6) to temporarily reduce the timetable of a pupil of compulsory school age to part-time, if the school and a parent who the pupil normally lives with have agreed that, exceptionally, the pupil should temporarily be educated only part-time and have agreed the times and dates when the pupil will, during the period of temporary part-time education, be expected to attend the school.

Schools that are not required to follow regulation 11, must still use this code to record when a pupil is absent with leave because they are subject to a part-time timetable in line with an agreement between the school and a parent the pupil normally lives with that the pupil should temporarily be educated part-time.

Where a pupil is receiving a full-time education, but only part-time at the school in question (e.g. dual registration, part-time unregistered alternative provision or flexischooling) this code must not be used and the appropriate code for why the pupil is not in school for that session should be used.

12. Quality assurance and evaluating the impact of the provision

The responsibility for quality assurance and evaluation sits with the commissioning school. As a guide the following key areas for consideration when undertaking quality assurance and evaluation have been taken from Ofsted:

* Quality of teaching and learning at the alternative provision
* Academic progress, ensuring targets are suitably challenging
* Accreditation including English and maths (where appropriate)
* Safeguarding and health and safety (including quality of accommodation)
* Personal development and well-being
* Pupils’ views
* Employability and skills for life – progression to post-16 destinations
* The role of governors - understanding the progress made by pupils who attend alternative provision so they can ensure decisions about value for money are well informed

Derby City Council would recommend a minimum of one visit per term to a provider.

***Section 18 contains a template which schools can use to quality assure alternative provisions which they commission.***

13. What are alternative providers responsible for?

* Ensuring they are compliant with the most recent DfE guidance around legislation and the definition of an independent school.
* Maintaining contact with the commissioning school and the pupil’s parent/carer, with regular updates on the pupil’s progress:
* 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;
* Notifying the school of attendance and absence; good practice would determine this is twice daily;
* Providing relevant policies and procedures that relate to the child’s welfare, education and safety for example; Safeguarding policy including the use of social media and E-safety, Health and Safety Policy and Behaviour Policy;
* Attending relevant multi-agency meetings around the pupil when required, for example: Personal Education Plan (PEP) for children in care, EHCP meetings, SEND review meetings and Social Care meetings;
* Having clear monitoring criteria to judge the quality of the teaching and learning, and report this to the commissioning school at agreed intervals;
* Providing a named contact for all matters pertaining to the pupils;
* Being aware of and comply with Derby City Council’s policies, standards and procedures, such as the Safeguarding Childrens Board, and Children Missing Education;
* Maintaining Individual Learning Plans, these set out the targets that the pupil will achieve on programme (e.g., L1 Functional Skills English, Pass grade) as well as the wider targets (e.g., 95% attendance, behaviour). All targets must be agreed by the pupil, the Provider and the School.

14. Role of the local authority

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

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

**Statutory and other guidance on alternative provision**

* DfE SEND and AP improvement Plan March 2023
* DfE Consultation – Strengthening protections in unregistered AP May 2024
* Area SEND Framework and handbook for January 2023
* DfE 2013 Alternative Provision
* DfE 2019 Independent School Registration
* DfE 2023 Arranging education for children who cannot attend school because of health needs
* DfE 2016 Children Missing Education

15. Alternative Provision – referral form

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| **Pupil’s details** |
| **Pupil’s legal name in full** |  | **Date of birth** |  | **Year group** |  | **Gender** |  |
| **Ethnic group** |  | **First language** |   | **UPN** |  |
| **Religion** |  |
| **Current school** |  | **Date of referral** |  |
| **Reason for referral** |
| **State the reason for referral to a part time alternative provision placement (brief statement only, must complete commissioning agreement form with more specific, detailed targets)** |
|  |
| **Attendance** |
| **Provide current and previous two years percentage attendance below. Summarise any factors that affect attendance.** |
|  |
| **School contact details**Include: full name, position, email |
| **Main contact for placement** |  | **Attendance contact** |  |
| **DSL** |  | **SENCO** |  |
| **Other contact** |  | **Other contact** |  |
| **Parent/carer details** |
|

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| --- | --- | --- | --- | --- | --- |
| **First parent/carer name in full** |  | **Relation to pupil** |  | **Contact number** |  |
| **Second parent/carer name** |  | **Relation to Pupil** |  | **Contact number** |  |
| **Address** |  |
| **Email address** |  |
| **Transport arrangements** |
| **What arrangements have been made for the pupil to access provision(s)?** |

|  |  |  |
| --- | --- | --- |
| **Taxi**[ ]  | **Parent/Carer**[ ]  | **Independent travel** [ ]  |
| Taxi company…Contact number… | Parent/carer name…Parent/carer number… | Please provide details if known…. |

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| **ALL sections below MUST be completed (Click in box if applicable. If left blank, assumed n/a):** |
| **LAC** | **Voluntary** |[ ]  **Child protection****SEC 47\*** |[ ]  **Child in Need****SEC 17** | [ ]   | **Private Foster** |[ ]  **YOS** |[ ]
|  | **Statutory** |[ ]   |  |  |  |  |  |  |  |
| **\*If CP, state category:**  |
| **If LAC or CP which local authority holds the order:** |  | **Date in care:** |  |
| **Entitled to Free School Meals *(Full Day placements require this info)?*** |  |

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| **SEN/health details** |
| **EHCP or undergoing assessment (please state)** |  | **SEN support** |  | **N/A** |  |
| **Is the pupil considered to be disabled? If yes, please provide details.** |  |
| **Are there any access arrangements in place? (e.g., reader, scribe, extra time, prompter, rest breaks, enlarged papers, etc.** |  |
| **Briefly describe the pupil’s special educational needs (Please provide any information that alternative providers may need to be aware of or is of relevance to the placement).** |  |
| **Does the pupil have any medical needs / health concerns / physical needs / prescribed medication**  |  |
| **If there have been concerns about the pupil’s mental health? Please indicate whether a referral has been made to a mental health professional.**  |   |

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| **Other agencies involved (e.g. Social Care, Early Help, EWS)** |
| **Name of agency** | **Contact name** | **Email/phone numbers** |
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| **Safeguarding/risk assessment** |
| **Has a recent EHA been completed for this pupil?** | Yes [ ]  No [ ]  |
| **Does this pupil have a history of violence towards others?** **If yes, to whom?****Please provide brief details.** | Yes [ ]  No [ ] Details: |
| **Does this pupil pose a significant threat of harm to others or themselves?** | Yes [ ]  No [ ] Details: |
| **Does this pupil have any history of substance misuse?** | Yes [ ]  No [ ]  |
| **Does the pupil currently have an up-to-date risk assessment in place?**  | Yes [ ]  No [ ]  |
| **Please list any other significant events we need to be aware of that may impact on pupil behaviour.** |  |
| **Summarise any health and safety/safeguarding concerns that have not been covered by above.** |  |

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| **Current academic information** |
| **Is the pupil currently attending mainstream lessons?** | Yes [ ]  No [ ]  |
| **If no, where does the pupil access core subject lessons?** |  |
| **Is the pupil accessing any other alternative provision in addition to this referral e.g. school’s internal AP centre, other offsite vocational or core provision** | Yes [ ]  No [ ]  |
| **If yes, please provide brief details and add to timetable below:**  |  |

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| **Current working and target grades** |
| **Subject** | **Specification/ course** | **Delivered by** | **Target grade** | **Current grade** |
| **English** |  |  |  |  |
| **Maths** |  |  |  |  |
| **Other subjects relevant to referral (please list below)** |  |
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| **Other referral information** |
| **What are the pupil’s strengths / interests, including activities outside of school?** |
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| **Are parents aware of the referral? What are their views?** |
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| **If there have been concerns or information about the pupil’s social/family circumstances, please describe these briefly below.**  |
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| **Is the pupil aware of the referral? What are their views?** |
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| **Behaviour** |
| **Please state any current or historical behavioural concerns not already mentioned above.**  |
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| **Comment on the pupil’s attitude to work, with staff and with peers.** |
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| **Outline any successful behaviour strategies for working with this pupil.**  |
|  |

**Other indicators of risk**

Please indicate whether any of the following apply to the pupil (x)

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Never** | **Occasionally** | **Frequently** |
| **Gives in easily to pressure from others** |[ ] [ ] [ ]
| **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** |[ ] [ ] [ ]
| **Drugs / alcohol have an impact on behaviour** |[ ] [ ] [ ]
| **Has brought in or used an offensive weapon** |[ ] [ ] [ ]
| **Has shown racist behaviour** |[ ] [ ] [ ]

16. Alternative provision commissioning agreement

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| **Pupil:** |  | **Year:** |  |
| **Original school:****New school:** |  | **Date of set up visit:**  |  |
| **Name of staff member completing document :** |  | **Date on roll:** |  |

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| ***Commissioning aims – to be completed with the alternative provider before placement begins*** |
| **Rationale –** *Why the new school?* |  |
| **Pupil profile** *Note their strengths and barriers**Offer insight into what works to meet their needs* |  |
| **DIT completed**  | **Y / N** |
| **DIT outcomes** |  |

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| **Target setting- to be completed with alternative provider when setting up placement** |
| **Target**  | **Support from original school** | **Support from alternative provider** |
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| **How will this be assessed?*** Daily attendance checks.
* Bi-weekly feedback and communications via email.
* Ongoing regular communications if there are any safeguarding or other concerns.
* Half termly review meeting.
* Termly report and face to face review meeting.
 |

**Set-up meeting agenda**

**Details of Discussion:**

***Agree rationale and targets***

***Agree timetable –***

*This may be p/t to begin, depending on the situation*

***Agree accreditation / qualification aim*** *(if different to GCSEs/Vocational qualifications)*

*What are they studying? At what level? What will they be accredited with on completion? How is progress reported? Is there flexibility to move up/down levels as needed?*

***Personal/social/wellbeing***

*Share information on this -how is the pupil managing friendships/community/their mental health. What support is in place?*

***Safeguarding*** *– Share relevant information*

*Establish reporting procedures – who will communicate concerns – phone/email?*

*Ensure DSL details are circulated and regular communication is established*

***Careers/P16*** *– Agree plan and share contact details of relevant professionals*

***Access arrangements*** *– Discuss current and plans for future assessment – ensure clear actions*

**Date of next visit: Staff member completing review:**

|  |
| --- |
| **Review (INSERT DATE)****Behaviour** **Attendance** **Safeguarding queries/concerns** **Progress to previous targets****Progress (academic)** |

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| **Comments** |

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| **Target setting review**  |
| **Target**  | **Support from original school** | **Support from alternative provider**  |
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**Date of next visit: Staff member completing review:**

17. Alternative provision service level agreement

(This SLA needs to be edited as appropriate by the school and alternative provider and is provided as an example as a starting point)

This service level agreement sets out the obligations and responsibilities between “the school” and “the alternative provider” for the delivery of an agreed alternative curriculum provision that is being commissioned by the school and delivered by the alternative provider.

This agreement is between:

Alternative provider details:

and

School details:

for delivering the provision described below:

Dates for the provision to be delivered

Number of hours per week

Days/sessions of the week

Number of pupils

Costings

The alternative provider will be responsible for coordinating, delivering and assessing all the work in the provision to the required quality standards.

The alternative provider will quality assure the delivery of the lessons; however, the school retains the right to observe all aspects of the provision.

**The school will**:

* Provide a referral form for each pupil
* Liaise with the family before the induction process
* Organise and attend the induction meeting
* Attend regular review meetings

**The Alternative Provider will**

* Liaise with the school over all aspects of the provision including induction.
* Monitor attendance daily and report to the school within 30 minutes if a pupil has not arrived.
* Provide a weekly update of behaviour and attitude if there are concerns.
* Provide a half termly report and hold a review meeting with parents / carers and the referring school.
* Monitor the progress and achievement of the pupil and provide reports as agreed with the school.
* Use the behaviour management policy and procedures to deal with any poor behaviour.
* Immediately notify the parent and school of any poor behaviour, and after 3 incidents call an emergency review of the placement.

If there are any safeguarding concerns whilst the pupil is in the provision, then this will be raised with the school’s designated safeguarding lead.

If an emergency review is called, clear targets will be set.

Signed on behalf of alternative provider:

|  |  |
| --- | --- |
| Print name |  |
| Signature |  |
| Date |  |

Signed on behalf of the school

|  |  |
| --- | --- |
| Print name |  |
| Signature |  |
| Date |  |

18. Quality assurance (QA) framework for unregulated alternative providers (AP) – Derby city

This QA framework is based on the proposed national standards for unregulated AP as outlined in the consultation document “Strengthening protections in unregistered alternative provision” May 2024

The framework looks to quality assure provisions against the standards across the following themes:

1. Safeguarding and the wellbeing of children
2. Health and safety
3. Admissions, guidance & support
4. Quality of education
5. Outcomes of children

**Dates of QA visits**

|  |
| --- |
| **Name of provider** |
| **Date of QA visit** | **LA representative** | **Provider representative** |
|  |  |  |
|  |  |  |
|  |  |  |

**Overview of provider and the AP provision which can be accessed:**

|  |
| --- |
| Insert text here …… |

**Length of AP which can be offered:**

|  |  |  |
| --- | --- | --- |
| Up to 12 weeks full time | Yes | No |
| Longer term part time, up to 2 days per week  | Yes | No |

\*if the pupil is in a full time place and has an EHCP or is a LAC, please inform Ellen Wilkinson ellen.wilkinson@derby.gov.uk

**Courses and programmes which can be offered:**

|  |  |
| --- | --- |
| Course/programme | Expected outcome |
|  |  |
|  |  |
|  |  |
|  |  |

**Contact details:**

|  |  |
| --- | --- |
| Name of provider |  |
| Address |  |
| Contact details for provider | NameTelephoneEmailWebsite |
| Name and contact details of the designated safeguarding lead (DSL) | NameTelephoneEmail |

**1 Safeguarding and the wellbeing of children**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **National standard** | **Requirement met** | **Evidence**  |
| **1a** | All staff and proprietors have appropriate recruitment checks including an enhanced Disclosure and Barring Service check, which are recorded on a single central register, and persons failing to meet those checks are not employed. | FullyPartiallyLimited evidenceNot at all |  |
| **1b** | Appropriate policies and procedures to safeguard pupils are in place and are accessible to relevant parties.Policies are up to date and compliant with the latest version of KCSIE and Derby & Derbyshire Safeguarding Children’s Partnership Policy and Procedures.All staff have undertaken level 2 safeguarding training within the last year.  | FullyPartiallyLimited evidenceNot at all |  |
| **1c** | Staff are aware of the content of safeguarding policy and procedures and implement them effectively.All staff can demonstrate that they have read part 1 of the latest version of KCSIE.All managers and supervisors can demonstrate that they have read the latest version of KCSIE.  | FullyPartiallyLimited evidenceNot at all |  |
| **1d** | Robust procedures are set out for recording and escalating concerns and the actions taken. | FullyPartiallyLimited evidenceNot at all |  |
| **1e** | Access to the site is restricted to registered learners, the organisation’s own staff, and supervised visitors. | FullyPartiallyLimited evidenceNot at all |  |
| **1f** | There is a safeguarding lead at the setting who has received appropriate, documented training.All managers and supervisors have undertaken level 3 / level 4 safeguarding training within the last 2 years.Concerns are communicated between the alternative provider and the school,the concerns are recorded, including any actions taken and how concerns are escalated. All documentation is stored appropriately. | FullyPartiallyLimited evidenceNot at all |  |
| **1g** | The provider’s website and social media feeds (if appropriate) have been checked.  | FullyPartiallyLimited evidenceNot at all |  |
| **1h** | If the pupil has access to computer or online system, there is an online safety policy which includes appropriate monitoring and filtering requirements. There is a policy for the safe use of mobile phones on site. | FullyPartiallyLimited evidenceNot at all |  |
| **1i** | Where appropriate, pupils with needs relating to health, disability or a special educational need should have individualised plans in place to help meet their needs. | FullyPartiallyLimited evidenceNot at all |  |
| **Comments** |  |

**2 Health and Safety**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **National Standard** | **Requirement met** | **Evidence**  |
| **2a** | A health and safety policy is in place that is understood and implemented by all staff. | FullyPartiallyLimited evidenceNot at all |  |
| **2b** | First Aid equipment and/or facilities are readily available and there are arrangements for access to a qualified first aider. | FullyPartiallyLimited evidenceNot at all |  |
| **2c** | A system is in place and in use for recording health and safety and first aid incidents. | FullyPartiallyLimited evidenceNot at all |  |
| **2d** | All specialist equipment used by pupils, staff or volunteers at the setting has undergone individual risk assessment and additional health and safety checks consistent with industry standards. | FullyPartiallyLimited evidenceNot at all |  |
| **2e** | Staff hold appropriate qualifications or have received appropriate training in the use of specialised equipment including, where appropriate, supervising or training others in its use | FullyPartiallyLimited evidenceNot at all |  |
| **2f** | The setting has all appropriate insurance cover, including public liability insurance. | FullyPartiallyLimited evidenceNot at all |  |
| **2g** | Fire drills take place regularly, at least once a year, and a record is kept. | FullyPartiallyLimited evidenceNot at all |  |
| **Comments** |  |

**3 Admissions, guidance and support**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **National Standard** | **Requirement met** | **Evidence**  |
| **3a** | Admission and referral procedures are clear and well supported. | FullyPartiallyLimited evidenceNot at all |  |
| **3b** | The setting maintains records including information supplied by schools on admission, induction records, personal education plans or other learning plans, additional health needs, EHC plans, behaviour reports and risk assessments. | FullyPartiallyLimited evidenceNot at all |  |
| **3c** | All pupils participate in an induction process that will help them understand their rights and responsibilities and health and safety procedures. | FullyPartiallyLimited evidenceNot at all |  |
| **3d** | The setting records pupil attendance for each session, and there is a clear process in place to notify the commissioner of any absence within 30 minutes of the session start time. | FullyPartiallyLimited evidenceNot at all |  |
| **3e** | Processes are in place with commissioner(s) for checking on the health and wellbeing of absent pupils. | FullyPartiallyLimited evidenceNot at all |  |
| **3f** | The setting records pupil behaviour and progress and shares information on a commonly agreed form, routinely with schools and parents, and/or with the local authority if the pupil is not on a school admission register.A commissioning agreement is in place and all parties understand how procedures for managing attendance, punctuality, behaviour and rewards will be communicated, including the process if the placement does not work or isn’t appropriate. This information is shared with schools and parents, and/or with the local authority if the pupil is not on a school admission register. | FullyPartiallyLimited evidenceNot at all |  |
| **Comments** |  |

**4 The quality of education**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **National Standard** | **Requirement met** | **Evidence**  |
| **4a** | Staff providing education have the appropriate skills and qualifications to deliver programmes. | FullyPartiallyLimited evidenceNot at all |  |
| **4b** | Planning for learning shows lesson/session plans identify the knowledge, skills and understanding that different groups of pupils will achieve. | FullyPartiallyLimited evidenceNot at all |  |
| **4c** | Regular and thorough assessment and review of progress takes place, observed during a learning walk. | FullyPartiallyLimited evidenceNot at all |  |
| **4d** | The setting promotes to pupils the importance of attendance, punctuality and good behaviour and has a strategy to address non-compliance. | FullyPartiallyLimited evidenceNot at all |  |
| **4e** | The following policies are in place, readily available and are shared on induction. * Behaviour Policy (including the use of physical intervention)
* Attendance Policy
* Anti-bullying Policy

The provider can demonstrate that practices for managing behaviour and attendance and recording are strong. | FullyPartiallyLimited evidenceNot at all |  |
| **4f** | The setting (where appropriate) ensures there are opportunities within the curriculum for all pupils to learn the knowledge, skills and attitudes to help them to manage relationships, keep safe and to develop personally e.g. PSHE curriculum (personal, social, health and economic education). | FullyPartiallyLimited evidenceNot at all |  |
| **Comments** |  |

**5 The outcomes of children**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **National Standard** | **Requirement met** | **Evidence**  |
| **5a** | There is a process for setting and monitoring pupil progress to support reintegration where appropriate, and for taking action if progress is not on track. | FullyPartiallyLimited evidenceNot at all |  |
| **5b** | Pupil underperformance is addressed through appropriate intervention and support. | FullyPartiallyLimited evidenceNot at all |  |
| **5c** | There is a process to assess regularly whether the provider is effective in delivering the commissioned service. This should be evident in the provision’s annual report. | FullyPartiallyLimited evidenceNot at all |  |
| **5d** | Through the commissioning agreement, school and the providers work in partnership with pupils and parents/carers to monitor and review individual pupils’ needs, abilities and aspirations. Including employability skills and post 16 plans. | FullyPartiallyLimited evidenceNot at all |  |
| **Comments** |  |

**Following the QA visit from the Local Authority the provider has:**

* met all the standards within this QA framework and will be placed on the approved LA list for approved unregistered provision.
* met the majority of the standards and has agreed to have in place timely improvements which enable it to be placed on the approved list.
* not met the standards required and understands what it needs to do to reapply at a future date.
* not met the standards and does not wish to progress any further.

**Improvement plan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Area for improvement** | **Actions** | **RAG** | **By when?** | **Who by?** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**Signatories**

|  |
| --- |
| **Local authority** |
| **Name** |  |
| **Position** |  |
| **Date** |  |

|  |
| --- |
| **Provider** |
| **Name** |  |
| **Position** |  |
| **Date** |  |

**Next QA visit is scheduled for:**