

St Matthew's CE (Aided) Primary School and Nursery Centre

Alternative Provision Policy

'To provide quality education for our children in a happy and secure Christian environment, encouraging pupils to achieve their full potential academically, spiritually and socially'.

2024-2025



Approved by:	Approved and agreed by the Governing Body : Awaiting approval at next Full governing Body meeting	Written: September 2024 To be revised September 2025
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1. Vision

Alternative provision is an educational provision for students who are unable to access fulltime mainstream education for a number of reasons, or who are unsuited to the mainstream provision on offer.

St. Matthew's Primary School recognises that there is a need to ensure that our curriculum is inclusive and accessible and provides the opportunities for all children to succeed. Moreover, we recognise the need to offer the type of provision that allows students to achieve their full potential.

"Every child deserves an excellent education and the chance to fulfil their potential whatever their background and needs. Children in alternative provision deserve these opportunities too." (Creating Opportunity for All, DfE 2018)

St. Matthew's ensures that the requirements of the Keeping Children Safe in Education (KCSiE, 2024) are met:

Alternative Provision

171. Where a school places a pupil with an alternative provision provider, it continues to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupil's needs.

172. The cohort of pupils in Alternative Provision often have complex needs, it is important that governing bodies and proprietors of these settings are aware of the additional risk of harm that their pupils may be vulnerable to. The department has issued two pieces of statutory guidance to which commissioners of Alternative Provision should have regard:

- Alternative Provision DFE statutory guidance, and
- Education for children with health needs who cannot attend school - GOV.UK (www.gov.uk) – DFE statutory guidance.

See section 10 for the checks St. Matthew's will undertake before a child attends any alternative provision.

2. Aims and Objectives

The aims and objectives of this policy are:

- To outline the reasons why students might be offered an alternative provision
- To ensure that alternative provision is offered to students in a consistent way
- To ensure suitable procedures are in place relating to attendance and the safeguarding of students.
- To ensure students' progress, behaviour and welfare are monitored effectively

3. Links to Other Policies

This policy should be read in conjunction with the following policies:

- Child Protection and Safeguarding

- Attendance
- Behaviour
- Special Educational Needs

4. Definition

Alternative Provision is

- education arranged by the local authority for pupils who would not otherwise receive suitable education;
- education arranged by schools for pupils on a fixed period exclusion;
- pupils being directed by schools to off-site provision to improve their behaviour.

5. Reasons for Alternative Provision

There are a variety of reasons why a student is referred to alternative provision. These include;

- A serious behavioural event that would normally result in an extended or permanent exclusion.
- Continued poor behaviour that fails to meet the expected standards of the school and that has not improved with pastoral support.
- A student's needs are not being met through the mainstream curriculum on offer.
- A student who is not attending regularly or is at risk of becoming missing from education.
- An unidentified or emerging need may result in a student requiring additional support from an alternative education setting.
- Students who have a diagnosed health issue (mental or physical health) and require additional support to be able to access the curriculum.

This is not an exhaustive list and each case should be considered on an individual basis, considering the impact of support already in place for the child.

6. Strategy for minimising the use of Alternative Provisions

At St. Matthew's Primary we are committed to ensuring that all our pupils get the best possible start to their lives through our clear vision and values. We believe every pupil in our care has their own unique story and we treat each pupil as an individual. St. Matthew's Primary School are firmly committed to the outcomes of Telford and Wrekin Council's Belong Strategy:

https://www.telfordsend.org.uk/localofferservices/download/downloads/id/1251/belonging_strategy.pdf and will work to help minimise referrals for our pupils to access Alternative Provisions within our area.

To do this we will:

- Have a robust positive behaviour management policy
- Ensure that pastoral provision reduces behaviours in school and in turn reduce exclusions
- Have a graduated response of Assess-Plan-Do-Review cycle for those who need it, not just SEND when planning for individuals and pupil groups
- Seek support from outside agencies such as The Behaviour Support Team (BSAT), Education Psychologist, Learning Support Advisory Teacher (LSAT)
- Seek to understand the 'whole' child and support the wider family unit

7. Providers of Alternative Provision

Suitability of providers:

We only use providers who are recommended and approved by Telford and Wrekin Local Authority and who have safeguarding policies in place which are checked before children start attending.

What providers do we use?

Using a clear referral system as outlined by Telford and Wrekin Local Authority, children referred will access a provider based on their age and level of need.

Telford and Wrekin have an Alternative Provision (AP) Directory to show a list of provisions currently offering this provision. Each of the AP providers have confirmed they meet a number of important standards including safeguarding, insurance and health and safety.

Telford and Wrekin state:

We believe all children and young people, including those in alternative provision settings, deserve a high-quality education and the chance to fulfil their potential. Alternative Provision (or 'AP' for short) refers to education for pupils having trouble accessing education as a result of their mental or physical health, social needs or special educational needs.

AP providers can offer high quality off-site tutoring or intervention services to meet children and young people's varied and complex needs. Schools can use alternative provision to prevent exclusions or re-engage pupils in their education, whether this is a return to mainstream school, specialist provider or post-16 provision.

https://www.telford.gov.uk/info/21820/alternative_provision_directory

Providers of alternative provision we as a school can access include:

- **Linden Primary Short Stay:** Linden Primary Assessment and Intervention is based on King Street in Dawley. It has capacity for up to sixteen children on a part-time placement or eight full time placements. They serve pupils from Telford and Wrekin and pupils access a placement via the Fair Access Process (FAP) due to behaviour concerns or at risk of permanent exclusion or those that are permanently excluded from school. The programme of intervention is for twelve weeks and also supports children who have received a permanent exclusion from their current setting.
- **Linden Primary Specialist Hub:** Linden Primary Specialist Hub is based on Oak Road in Overdale. The specialist centre is able to support up to sixteen children with an Education Health and Care Plan (EHCP) as their named setting. They support children with an identified area of need of Social and Emotional Mental Health (SEMH) in providing a nurturing and supportive base to help learners to succeed.

<https://www.lindencentre.co.uk/>

8. The Referral process:

The school refers to the DfE publication: Alternative Provision: Statutory guidance January 2013 (updated 27 June 2016) when referring children to alternative provision (This guidance forms an appendix to this policy). St. Matthew's Primary School will present the needs of the children through the following Telford and Wrekin Local Authority panels,

- Fair Access Panel (FAP)
- Inclusive Schools' Forum (ISF)
- Early years inclusion panel (EYIP)

Or will seek advice from outside agencies such as,

- Occupational Therapy Service (OT)
- Speech and Language Therapy Service (SALT)
- Behaviour Support Team (BSAT)
- Educational Psychologists (EP)
- Learning support advisory team (LSAT)

St. Matthew's Primary School ensure that the families involved are always an integral part of the referral process and are consulted at each stage of the process. The children in alternative provision remain on role at St. Matthew's Primary School and are dual registered. The school remains ultimately responsible for the pupil, and the offer of an alternative placement demonstrates a commitment to inclusion by the school.

9. Attendance and Safeguarding

Each pupil attending alternative provision MUST remain on school roll and the school retains the ultimate duty of care for 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.

Attendance at off-site alternative provision will be monitored closely. For children who attend a morning session alternative providers will contact school if a student is absent and this will be recorded on our attendance system with a reason for the absence. For a child who is in St. Matthew's for the morning but attends alternative provision in the afternoon St. Matthew's will contact the alternative provision to ensure the child has arrived at the provision.

Any continued absence will be closely monitored and dealt with in accordance to the Attendance Policy. Any safeguarding concerns are shared with St. Matthew's Primary School and the Alternative Provision Headteacher and by liaising with the Designated Safeguarding Lead.

Attendance Register Codes

School is 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: Off-site educational activity**

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

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

10. Checks we undertake and documents we see before using Alternative Provision

Before any pupil from St. Matthew's Primary School attends any designated Alternative Placement, we will ensure that the appropriate documents are requested. The responsibility for quality assurance and evaluation sits with the commissioning school. The following documents and information will be requested and discussed with the provider before a child starts at any alternative provision:

- Quality of teaching and learning at the alternative provision
- Academic progress, ensuring targets are suitably challenging
- Personal development and well-being
- Pupils' views

- To check SCR and DBS checks are in place
- Safer recruitment policy
- Safeguarding policy, including online safety
- Healthy and safety procedures, including risk assessments
- Allegations policy
- Complaints procedures
- Behaviour policy, including physical restraint
- Staff qualifications
- Liability insurance
- Ofsted, report if applicable
- Copy of the agreement between the alternative provision. St. Matthew's and parent/carer.

Appendix 2 contains a template from Telford and Wrekin which can be used which to quality assure alternative provisions which they commission.

Only when we are satisfied that checks have taken place, will we allow the placement to begin. The child's classteacher and a senior member of staff will visit the alternative provision to meet with staff and see the provision before any child starts at the provision.

11. Roles and responsibilities

The LA will be responsible for:

- Arranging suitable full-time education for pupils who have been permanently excluded from the school.
- Arranging suitable full-time education for pupils who would not receive suitable education without alternative provision, e.g. because of illness, where this falls outside of the governing body's responsibilities to make arrangements for supporting pupils at their schools with medical needs (Supporting pupils at school with medical conditions, DfE, December 2015).

The governing board will be responsible for:

- Arranging suitable full-time education for pupils who receive a fixed-period exclusion of more than five school days.
- Where appropriate, directing pupils off-site for education to improve their behaviour.
- Making arrangements for supporting pupils with medical conditions.
- Monitoring and reviewing the implementation of this policy.

The headteacher will be responsible for:

- Taking overall responsibility of the school's use of alternative provision and the implementation of this policy.
- Reporting on the effectiveness of the implementation of this policy to the governing board.
- Ensuring that budgets for alternative provision are established in due time, approved by the governing board and managed effectively.
- Notifying parents when their child has been directed to alternative provision.
- Sharing the relevant information with the chosen alternative provision provider to facilitate the transition from the school to the provider.

The SLT will be responsible for:

- Supporting members of staff with the monitoring and support of alternative curriculum provision.
- Arranging the appointment of the alternative provision lead.
- Continually assessing the quality and suitability of providers of alternative education.
- Liaising with the relevant members of staff, e.g. the DSL and SENDCO, to ensure that the appropriate measures are in place to support pupils in alternative provision.
- Undertaking visits to the alternative provision sites, as requested by the SLT, to review the progress of relevant pupils.
- Deciding on an appropriate course of action, in conjunction with the SLT and headteacher, if informed by a provider of any serious behavioural incidents involving the school's pupils.

The DSL will be responsible for:

- Ensuring that the alternative education providers used by the school are registered or approved, and that they have the relevant policies in place to cover safeguarding, child protection, and health and safety.
- Ensuring that all adults at the provision are cleared to work with pupils, e.g. they have the relevant DBS checks.
- Ensuring that all alternative providers receive and adhere to the school's Child Protection and Safeguarding Policy.

The designated mental health lead will be responsible for:

- Assisting in the identification of pupils with SEMH needs and developing appropriate support plans for these pupils, in line with the school's Social, Emotional and Mental Health Policy.
- Assisting in the development of reintegration plans for pupils with SEMH needs.

- Giving alternative provision settings details of a pupil's SEMH needs, where appropriate, so their placement can be catered to them.

The attendance lead will be responsible for:

- Monitoring the attendance of pupils who have been referred to alternative provision and updating the school's records on a weekly basis.
- Providing attendance updates to the alternative provision lead and headteacher on a weekly basis.

The assessment lead will be responsible for:

- Coordinating with the provider to make arrangements for pupils who are required to sit public examinations.
- Liaising with the alternative provision lead to ensure there is a system in place for tracking pupil progress.

The SENDCO will be responsible for:

- Giving alternative provision providers details of a pupil's SEND, where appropriate, so their placement can be catered to them.

The Alternative Providers are 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
- 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 Telford & Wrekin 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. All targets must be agreed by the pupil, the Provider and the School.

11. Monitoring Academic Progress, Behaviour and Welfare

There will be a detailed handover at the start of the placement when data, pupil characteristics and behaviour as well as objectives for the placement will be shared

with the alternative provision. The pupil, whilst on placement, will be visited by a member of St. Matthew's Primary School staff once per term.

- 1) That the pupil continues to have contact with the school and for staff
- 2) To monitor the appropriateness of the placement and to ensure that the pupil is safe, and wellbeing is monitored carefully.
- 3) The student's own views (pupil voice) on the placement are considered as part of the monitoring process which will also reflect wellbeing and safety from the pupil's perspective

St. Matthew's Primary School and the provider will also ensure that:

- 1) Have planned regular liaison meetings and updates to ensure that progress is being made against the objectives set
- 2) Academic needs are being met and progress is shared
- 3) That the placement continues to address the needs of the child
- 4) The student's own views (pupil voice) on the placement are considered as part of the monitoring process which will also reflect wellbeing and safety from the pupil's perspective
- 5) The view of the pupil's parents is also considered throughout the pupil placement and working closely with them to alleviate any concerns that they may have
- 6) Weekly telephone conversations will occur between the school and the provider to discuss progress of the pupil against their set objectives and the wellbeing of the pupil.
- 7) The provider will contact St. Matthew's Primary School to inform them of any serious behavioural incidents.
- 8) The provider will log any safeguarding concerns by liaising with a Designated Safeguard Lead at St. Matthew's Primary School.

All Dates, times and expectations for the pupil will be agreed between St. Matthew's Primary School and the provider prior to the placement starting as part of the planning process.

12. Transportation

If a family does not meet the criteria for funded transport and are unable to travel independently, St. Matthew's Primary School will arrange transport to and from the Alternative Provision for the pupil only. It will be the responsibility of both St. Matthew's Primary School and the person with parental responsibility to ensure that the pupil leaves safely and on time. It will be the responsibility of the provider to ensure that the pupil is greeted appropriately and ensures that the pupil has arrived and entered their building safely. A risk assessment of the transportation method will be undertaken and checks carried out on the provider. Each day that a child is collected identify checks will take place on the driver.

Where a family is entitled to transportation through Telford and Wrekin Council Local Authority, they will be directed to apply through their main website: https://www.telford.gov.uk/info/20466/travelling_to_school/10/home_to_school_transport/3 or in exceptional circumstances may be granted a personal transport budget.

Appendix 1: Alternative Provision: Statutory Guidance for local authorities



Department
for Education

Alternative Provision Statutory guidance for local authorities

January 2013

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Summary

About this guidance

This is advice from the Department for Education on statutory duties and powers concerning the use of alternative provision.

The first part of this document (paragraphs 1-27) explains the statutory powers and duties that apply in relation to alternative provision. The second part (paragraphs 28-47) contains statutory guidance to which the parties specified 'must have regard'. This means that they should be able to demonstrate that they had considered this statutory guidance, and where it is not followed have reasonable grounds for deciding not to follow it.

The statutory guidance will have effect from 1 January 2013.

This guidance replaces the following guidance documents on alternative provision and pupil referral units:

- *Commissioning Alternative Provision – Guidance for Local Authorities and Schools;*
- *The Constitution, Roles and Responsibilities of Management Committees.*
- *The Operation of Management Committees; and*
- *Guidance for Local Authorities and Schools: Pupil Referral Units and Alternative Provision.*

Review Date

This guidance is expected to be next reviewed in September 2013.

Definition

For the purposes of this guidance, the definition of alternative provision is as follows:

education arranged by local authorities for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; education arranged by schools for pupils on a fixed period exclusion; and pupils being directed by schools to off-site provision to improve their behaviour.

Main legislation covering the duties and powers relating to these issues

- Section 19 of the Education Act 1996, as amended by section 3A of the Children, Schools and Families Act 2010;
- Section 29A of the Education Act 2002;
- Sections 6A and 100 of the Education and Inspections Act 2006;
- Sections 1C and 4 of the Academies Act 2010 (as amended);
- The Education (Pupil Referral Units) (Application of Enactments) (England) Regulations 2007¹;
- The Education (Pupil Referral Units) (Management Committees etc.) (England) Regulations 2007;
- The Education (Educational Provision for Improving Behaviour) Regulations 2010²
- The Education (Short Stay Schools) (Closure) (England) Regulations 2010;
- The Pupil Referral Units (Miscellaneous Amendments) (England) Regulations 2012; and
- The Schools Forums (England) Regulations 2012.

Who is this guidance for?

- Local authorities – the teams responsible for alternative provision and pupil referral units;
- Maintained schools – governing bodies and head teachers;
- Pupil referral units – management committees and teachers in charge;
- Academies (including Free Schools) – not all duties are applicable to Academies, and this guidance will make clear which are applicable; and
- All providers of alternative provision, including AP Academies and AP Free Schools.

Key points

¹ As amended by the Education (Pupil Referral Units) (Application of Enactments) (England) (Amendment) Regulations 2012, which came into force on 31 May 2012 and which apply the Academies Act 2010, with modifications, to pupil referral units.

² As amended by the The Education (Educational Provision for Improving Behaviour) (Amendment) Regulations 2012, which came into force on 1 January 2013.

- Local authorities are responsible for arranging suitable education for permanently excluded pupils, and for other pupils who – because of illness or other reasons – would not receive suitable education without such arrangements being made.
- Governing bodies of schools are responsible for arranging suitable full-time education from the sixth day of a fixed period exclusion.

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- Schools may also direct pupils off-site for education, to help improve their behaviour.
 - Statutory guidance sets out the Government’s expectations of local authorities and maintained schools who commission alternative provision and pupil referral units. The Government expects those who are not legally required to have regard to the statutory guidance to still use it as a guide to good practice.

Statutory duties and powers

The provision of suitable full-time education to those who would not otherwise receive it

1. Local authorities are responsible for arranging suitable full-time³ education for permanently excluded pupils, and for other pupils who – because of illness or other reasons – would not receive suitable education without such provision⁴. This applies to all children of compulsory school age resident in the local authority area, whether or not they are on the roll of a school, and whatever type of school they attend. Full-time education for excluded pupils must begin no later than the sixth day of the exclusion. The Secretary of State has the power to make statutory guidance about these duties⁴, and local authorities must have regard to it. The current statutory guidance can be found at paragraph 28 onwards.
2. While there is no statutory requirement as to when suitable full-time education should begin for pupils placed in alternative provision for reasons other than exclusion, local authorities should ensure that such pupils are placed as quickly as possible.
3. Any school that is established and maintained by a local authority to enable it to discharge the above duty is known as a pupil referral unit⁵. There is no requirement on local authorities to have or to establish a pupil referral unit, and they may discharge their duties by other means. However, only a local authority can establish a pupil referral unit; although they can only do so after exploring the possibility of opening an AP Academy. Others can establish AP Academies or AP Free Schools.

³ Unless the pupil’s health means that full-time education would not be in his or her best interests. ⁴ Section 19(1) of the Education Act 1996, as amended by section 3 of the Children, Schools and Families Act 2010.

⁴ Section 19(4A) as amended by section 47 of the Education Act 1997.

⁵ Section 19(2) of the Education Act 1996.

4. Local authorities have a power (not a duty) to arrange education provision, where not already available, for pupils aged 16-18⁶.

⁶ Section 19(4) of the Education Act 1996.

5. Where a local authority maintains one or more pupil referral units, at least one schools member on the Schools Forum must be a representative of a pupil referral unit.⁷

6. Governing bodies and proprietors of maintained schools and Academies are under a duty to arrange for the provision of suitable full-time education from the sixth day of fixed period exclusion⁸.

7. While 'full-time' is not defined in law, pupils in alternative provision should receive the same amount of education as they would receive in a maintained school. Full-time can be made up of two or more part-time provisions.

8. The local authority's duty to provide a suitable education also applies where a pupil is registered at a school (maintained, Academy, Free School or independent) but cannot attend school because of illness. Further information on this can be found in the guidance: ***'Ensuring a good education for children who cannot attend school because of health needs'***

Opening and closing of pupil referral units

9. From September 2012 if a local authority thinks a new pupil referral unit needs to be established in their area they must seek proposals from potential providers for the establishment of an Academy (AP Academy or AP Free School)⁹.

10. The Secretary of State has the power to direct a local authority to close a pupil referral unit which requires special measures or significant improvement^{9 10}. When this happens, the local authority must provide the Secretary of State with information about the arrangements it is making to ensure that pupils receive suitable education¹¹.

⁷ Regulation 4(10) of the Schools Forums (England) Regulations 2012. ⁹ Section 100 of the Education and Inspections Act 2006.

⁸ Section 6A of the Education and Inspections Act 2006, introduced by the Education Act 2011 came into force in relation to pupil referral units on 1 September 2012.

⁹ As defined in section 44 of the Education Act 2005.

¹⁰ The Education (Pupil Referral Units) (Application of Enactments) (England) Regulations 2007 as amended by The Pupil Referral Units (Miscellaneous Amendments) (England) Regulations 2012, which came into force on 1 September 2012. .

¹¹ The Education (Short Stay Schools) (Closure) (England) Regulations 2010, SI 2010/1071 as amended by The Pupil Referral Units (Miscellaneous Amendments) (England) Regulations 2012. ¹³ The Education (Pupil Referral Units) (Application of Enactments) (England) Regulations 2007 as amended by The Education (Pupil Referral Units) (Application of Enactments) (England) (Amendment) Regulations 2012. ¹⁵ The Education (Pupil Referral Units) (Management Committees etc.) (England) Regulations 2007 as amended by The Pupil Referral Units (Miscellaneous Amendments) (England) Regulations 2012.

11. Regulations allow the Secretary of State to make an AP Academy Order in relation to a pupil referral unit which requires special measures or significant improvement¹³.

12. Regulations¹⁵ allow the Secretary of State to establish a management committee consisting of interim executive members (an Interim Executive Board (IEB)) in a pupil referral unit which requires special measures or significant improvement, or in a pupil referral unit the Secretary of State is satisfied is underperforming. As well as being used to ensure that the day to day running of the institution is effectively managed when intervention occurs, IEBs can be used as an effective intervention strategy in their own right, for example IEBs can apply for AP Academy Orders. These regulations define an underperforming pupil referral unit as one where the Secretary of State is satisfied that any of the following apply:

- a) the standards of performance of pupils at the unit are unacceptably low, and are likely to remain so;
- b) the quality of provision for pupils at the unit is unacceptably low;
- c) there has been a serious breakdown in the way the unit is conducted which is prejudicing, or likely to prejudice, such standards of performance; or
- d) the safety of pupils or staff of the unit is threatened (whether by a breakdown of discipline or otherwise).

13. Local authorities must obtain the consent of the Secretary of State before closing a pupil referral unit:

- which requires special measures or significant improvement;
- where the Secretary of State has established an IEB; or
- where Ofsted has notified the pupil referral unit that an inspection is to take place¹².

Management of pupil referral units (PRUs)

14. Regulations require local authorities to establish management committees to run pupil referral units in their area, to make provision for the constitution (including composition) and procedures of management committees, and to delegate specific powers to management committees.¹³ The management committee must have a

¹² See regulation 7 of the Education (Short Stay Schools) (Closure) (England) Regulations 2010, as amended by The Pupil Referral Units (Miscellaneous Amendments) (England) Regulations 2012, which came into force on 1 September 2012).

¹³ The Education (Pupil Referrals Units) (Management Committees etc.) (England) Regulations 2007 (as amended by The Pupil Referral Units (Miscellaneous Amendments) (England) Regulations 2012).

strategic role setting out and monitoring the aims and objectives of the unit to ensure children are safe, have their needs met and receive a good standard of education.

15. Changes to legislation¹⁴ require local authorities to delegate budgets to the management committee of the pupil referral unit from 1 April 2013. The relevant

regulations¹⁵ prescribe how PRUs' budget shares are to be calculated and what funds for high needs pupils can be retained centrally by a local authority. Further guidance on those regulations can be found [here](#).

16. Giving management committees a delegated budget will ensure that pupil referral units can act more responsively and specifically in the best interests of pupils. From April 2013, local authorities must delegate to the management committee responsibility to set budgets. Management committees will also have responsibility for all other financial decisions necessary to manage and spend budgets effectively, such as maintaining accurate accounts¹⁶, signing contracts and deciding on severance payments to dismissed members of staff.

17. Funding arrangements for pupil referral units will also be changing from 1 April 2013, in line with changes to 2013/14 school finance. All direct state-funded alternative provision institutions (including pupil referral units) will receive base funding of £8,000 per place, topped up by funding from the commissioning local authority or school for each pupil admitted. The amount of the top up for each child will be for local decision and should be based on services provided to meet the needs of the individual child and any additional overheads not covered by the base funding.

18. Also from April 2013, responsibility for all decisions about the recruitment and management of staff will sit with the management committee, rather than the local authority¹⁷. As with community schools the local authority will remain the employer of staff in pupil referral units and will continue to be responsible for agreeing pay and conditions. The management committee will, however, have responsibility for making decisions about appointing, managing, appraising, suspending or dismissing members of staff. In carrying out the duties with regard to this, management committees must adhere to the relevant sections of the School Staffing Regulations.

19. In terms of the composition of management committees, they must contain at least seven, but no more than 20 members. The structure is outlined in the table below. The regulations cited in paragraph 14 provide more information about who may be eligible in the different categories.

¹⁴ Section 45 of the School Standards and Framework Act 1998, as amended by section 50 of the Education Act 2011.

¹⁵ The School and Early Years Finance (England) Regulations 2012.

¹⁶ Consistent Financial Reporting (England) Regulations 2012 SI/2012/674.

¹⁷ By virtue of the application of the School Staffing (England) Regulations 2009, with modifications, applying to PRUs but from April 2013.

Parent members	At least one, but no more than one-fifth of the total committee.
Staff members	At least one, but no more than one-third of the total committee.
Local authority appointed members	At least one, but no more than one-third of the total committee.
Community members	Must outnumber all of the other members combined.
Sponsor members	Sponsor members are entirely optional but where a committee has sponsor members there must be at least one, but no more than two.

20. Changes were made to regulations in 2012, specifically about community members¹⁸. When appointing community members, local authorities (or the management committee itself where it is already in place) must first seek to appoint representatives from local schools. The regulations also specify that local authority employees, other than persons employed by the local authority to work in a school maintained by them, cannot be community members. Any current community members who are employees of the local authority (and who are not employed to work in a school maintained by that authority) can remain in place until 1 September 2013, when they will have to be replaced by a new community member who must be appointed in accordance with the new requirements.

21. Increasing school representation on management committees will help ensure that the needs of pupils are better met, and help build continuity and raise standards in their educational attainment. This is therefore a priority for management committee membership. Where it is not possible to appoint a school representative and there is difficulty in finding people to appoint as community members, consideration should be given to appointing community members who are involved with the young people, who may typically be in alternative provision in their area. This may include community groups, offending or drug support groups, and other alternative provision and pupil referral units. Local businesses, colleges and others who work with young people could also be considered. Where the local authority or management committee feel it would be valuable to retain the input from other local authority services (who previously sat on the committee as community members) it should be noted that representatives from these services can still attend management committee meetings to offer valuable insights, though they would not have voting rights.

¹⁸ The Pupil Referral Units (Miscellaneous Amendments) (England) Regulations 2012, which came into force on 1 September 2012.

22. Where a pupil referral unit requires special measures or significant improvement, or where a pupil referral unit is judged to be underperforming, the Secretary of State can replace members of the management committee with interim executive members.

Power of schools to direct a pupil off-site for education to improve behaviour

23. Governing bodies of maintained schools have the power to direct a pupil off-site for education to improve his or her behaviour¹⁹. The Secretary of State has made

regulations²⁰, as is required by the related primary legislation²⁵, concerning schools' use of this power.

24. Under revised off-site regulations²¹ the governing body must:

- ensure that parents (and the local authority where the pupil has a statement of special educational needs) are given clear information about the placement: why, when, where, and how it will be reviewed;
- keep the placement under review and involve parents in the review. The regulations specify regular reviews but do not specify how often reviews must take place (that should be decided on a case-by-case basis). Reviews should be frequent enough to provide assurance that the off-site education is achieving its objectives and that the pupil is benefitting from it; and
- have regard to guidance from the Secretary of State on the use of this power – new statutory guidance on this issue can be found below at paragraph 41.

25. This legislation does not apply to Academies. They can arrange off-site provision for similar purposes under their general powers, set out in the Academy Trust's Articles of Association. Though the regulations and guidance do not apply, they can provide Academies with an example of good practice.

AP Academies and AP Free Schools

¹⁹ See section 29A of the Education Act 2002, introduced by the Education and Skills Act 2008.

²⁰ The Education (Educational Provision for Improving Behaviour) Regulations 2010.. ²⁵ Section 29A of the Education Act 2002.

²¹ The Education (Educational Provision for Improving Behaviour) (Amendment) Regulations 2012, which came into force on 1 January 2013. ²⁷ Section 53 of the Education Act 2011 created a new type of institution: the AP Academy (which includes Free Schools). ²⁸ There is an annual application process for those wishing to establish AP Free Schools.

26. Pupil referral units may now apply to convert to become AP Academies. Independent, voluntary sector or prospective providers may apply to become AP Free Schools^{27 28}.

27. Regulations²² apply the Academies Act 2010 to pupil referral units, with modifications where required. This allows the management committees of pupil referral units to apply for an AP Academy Order, and the Secretary of State to make an AP Academy Order in relation to a pupil referral unit which requires special measures or significant improvement.

Regulations²³ also set out the process for transferring any budget surpluses when a pupil referral unit converts into an AP Academy.

Statutory duties and powers

28. This part of the guidance is made under the Secretary of State's powers to make guidance to which local authorities and/or schools must have regard.²⁴

29. Even where a party is not bound to have regard to statutory guidance – for example Academies arranging off-site provision to improve behaviour – this guidance can provide an indication of good practice.

Good alternative provision

30. Good alternative provision is that which appropriately meets the needs of pupils which required its use and enables them to achieve good educational attainment on par with their mainstream peers. All pupils must receive a good education, regardless of their circumstances or the settings in which they find themselves. Provision will differ

²² The Education (Pupil Referral Units) (Application of Enactments) (England) Regulations 2007 (as amended by the Education (Pupil Referral Units) (Application of Enactments) (England) (Amendment) Regulations 2012).

²³ Pupil Referral Units (Miscellaneous Amendments) (No.2) (England) Regulations 2012.

²⁴ Section 19(4A) of the Education Act 1996 relates to local authorities' conduct in discharging duties under section 19. Section 100(4) of the Education and Inspections Act 2006 relates to how schools arrange education for pupils on fixed period exclusions. Section 29A relates to maintained schools' use of off-site direction powers.

from pupil to pupil, but there are some common elements that alternative provision should aim to achieve, including:

- good academic attainment on par with mainstream schools – particularly in English, maths, and science (including IT) – with appropriate accreditation and qualifications;
- 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;
- improved pupil motivation and self-confidence, attendance and engagement with education; and
- clearly defined objectives, including the next steps following the placement such as reintegration into mainstream education, further education, training or employment.

Planning for alternative provision

31. All pupils should be helped and encouraged to achieve or exceed the standards of a good education. Commissioners should recognise any issues or barriers, and hence a potential requirement for alternative provision, as early as possible, and carry out a

thorough assessment of the pupil's needs. Schools should look to have an increased focus on the early assessment and identification of a pupil's needs before his or her behaviour has deteriorated to the extent that exclusion is the only option.

32. 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 – see the guidance document ***'Ensuring a good education for children who cannot attend school because of health needs'*** for further information. 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 also be linked to other relevant information or activities such as 'Education, Health and Care Plans' for children with SEN.

33. Commissioners 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.

Commissioning good-quality alternative provision

34. Responsibility for the alternative provision used rests with the commissioner. The nature of the intervention, its objectives and the timeline to achieve these

objectives should be agreed and clearly defined. Progress against these objectives should be frequently monitored, appropriate reviews should be built in and continuity into the next stage in the child's life should be considered. Where reintegration to the school is an objective, there should be agreement on how to assess when the pupil is ready to return and the school should provide an appropriate package of support to assist their reintegration. These objectives and plans should be agreed with providers, set out in writing and regularly monitored, including through frequent visits to the provider.

35. All relevant information should be shared with providers and other parties involved. This should be jargon free and include any information on special educational needs, literacy, safeguarding or other issues, as well as any information requested by the provider as appropriate. Information must be provided in accordance with data protection principles but this should not discourage schools from providing information where they can do so.
36. Commissioners should maintain on-going contact with the provider and pupil, with clear procedures in place to exchange information, monitor progress and provide pastoral support. If a pupil is on the roll of their previous or current school they should remain so and encouraged to feel part of the school. Records should be kept on a pupil's progress in the provision, appropriate staff liaison arrangements should be in place, and appropriate mechanisms of challenge should be agreed.
37. Commissioners need the right information to be able to decide which provision is most appropriate for a pupil. Some local authorities or partnerships of schools have developed a local directory of 'approved' provision, which meets clearly defined standards (including registration where necessary, safeguarding, health and safety, quality of accommodation, quality of education etc.). These lists, where they exist, can provide a helpful starting point. However, prior to placement, commissioners should still assess whether the provision offers high quality education and is suitable for the pupil's individual needs.
38. Alternative provision should be good quality, registered where appropriate²⁵, and delivered by high quality staff with suitable training, experience and safeguarding checks. It should have clearly defined objectives relating to personal and academic attainment. Where an intervention is part-time or temporary, to help minimise disruption to a pupil's education, it should complement and keep up with the pupil's current curriculum, timetable and qualification route. If a pupil is referred to off-site provision on a part-time basis, they should attend school as usual on the days on which they are not in the alternative provision.

²⁵ An AP provider should be registered as an independent school if it meets the criteria for registration (that it provides full-time education to five or more full-time pupils of compulsory school age, or one such pupil who is looked-after or has a statement of SEN). All AP Academies and AP Free Schools must be registered as independent schools whether or not they are full-time or part-time.

39. Provision should:

- have a clear purpose with a focus on education and achievement as well as meeting the pupil's 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 care, educational psychology, child and adolescent mental health services, youth offending teams and drug support services etc.

Referral and admissions policies for alternative provision

40. Schools and local authorities, working in consultation with management committees and the governing bodies of alternative provision Academies and AP Free Schools, should set an overall policy for referrals or admission to alternative provision. There should be clear criteria for referring and admitting pupils, including those who are dual registered. Pupils should be dual registered from the beginning of the first day of which the school has commissioned the alternative provision. For the purpose of the school census a pupil should

be dual main registered at their school and dual subsidiary registered at the alternative provision.

Off-site direction by maintained schools

41. The governing body of a maintained school directing a pupil off-site for education to improve behaviour should have regard to all of the statutory guidance set out in this document. This covers objectives and timeframes with appropriate monitoring of progress and reviews. These should all be agreed and set out at the time a direction is made, and include arrangements for reviews – including how often the placement will be reviewed, when the first review will be and who should be involved in the reviews. Parents and, where the pupil has a statement of special educational needs, the local authority, can request, in writing, that the governing body review the placement. When this happens, governing bodies must comply with the request as soon as reasonably practicable, unless there has already been a review in the previous 10 weeks.

42. Where possible, parents should be engaged in the decision taken by the school to direct a pupil off-site. Once a pupil is directed off-site, information about reviews should be provided to the pupil's parents and to the local authority where it maintains a pupil's statement of SEN. This should include outcomes of the reviews and of the placement.
43. The focus should remain on ensuring that a child continues to receive a good education on par with their mainstream peers whilst the needs which require intervention are being addressed. Therefore, the length of time a pupil spends in alternative provision will depend on what best supports the pupil's needs and potential educational attainment.

The end of a placement and reintegration

44. When the governing body of a school has secured alternative provision for a pupil on a fixed period exclusion, or has directed a pupil off-site to improve behaviour, it should have a plan and processes in place to reintegrate the pupil at the end of the placement when he or she returns to the school.
45. The governing body of a school should obtain from the provider a final report on the pupil's achievements during the placement including academic attainment and progress, attendance records and evidence of change in behaviour. The governing body should also seek the pupil's views on the success of the placement. Both may assist the school in deciding if and when to use that provider to support other pupils.
46. In light of this placement information, the governing body of a school should plan for the pupil's reintegration into the school as described in paragraph 34 of this guidance. This may include a discussion with the pupil's parents, and/or setting specific objectives (for example on attendance or behaviour).
47. If the placement does not end with reintegration into the school – for example, when a pupil reaches the end of Y11 while still in alternative provision – the school should work with the provider to ensure that the young person can move on into suitable education, or employment alongside part-time study or training. The school should collect and record information about the pupil's next destination as part of its planning for alternative provision intervention. Commissioners may wish to use information about pupils' destinations as one of the indicators of alternative provision quality.

Further sources of information

School funding reform: Arrangements for 2013-14

<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE000702012>

Funding, staffing and legislation for pupil referral units

(PRUs) from 1 April 2013

<http://education.gov.uk/schools/pupilsupport/behaviour/a00216844/fund-staff-leg-prus>

Statutory guidance and regulations on exclusion

<http://www.education.gov.uk/aboutdfe/statutory/g00210>

[521/statutory-guidance-regs-2012](http://www.education.gov.uk/aboutdfe/statutory/g00210)

Advice to schools on attendance:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/attendance>



Department
for Education

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<https://www.education.gov.uk/help/contactus/dfe> This document is also available

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<http://www.education.gov.uk/aboutdfe/statutory/g00211923/alternative-provision>

Appendix 1 – Quality Assurance Framework



Telford and Wrekin Alternative

Provision Quality Assurance Framework

Introduction

For the purposes of this guidance the definition of Alternative Provision is as follows:

For the purposes of this guidance, the definition of alternative provision is as follows: education arranged by local authorities for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; education arranged by schools for pupils on a fixed period exclusion; and pupils being directed by schools to off-site provision to improve their behaviour.

DfE

Statutory Guidance for local Authorities January 2013

The Alternative Provision Quality Assurance Framework aims to:

- Improve provider performance
- Raise the profile of Alternative Providers in Telford and Wrekin
- Establish better collaboration between commissioners and Alternative Providers
- Safeguard the wellbeing of all children accessing education in the Alternative Provision (AP) sector
- Ensure all learners receive consistently high- quality learning experiences and their statutory entitlement
- Inspire confidence across Alternative Providers and support the culture of continual improvement within the AP sector
- Enable recognition and sharing of good practice across schools, colleges and other providers

Telford and Wrekin AP Partnership

The purpose of the partnership is for commissioners of AP (Schools and the LA) to work closely with providers to fulfil the aims above.

A directory of Alternative Provision providers within the borough, and immediately adjacent to the borough, will be available for all schools to access. There is an expectation that to be included within the directory AP providers sign up to the QA process as described in this document. There are two elements to this QA process:


Part A – this describes the minimum standards expected of providers to be included in the directory, this element of the QA process will be undertaken by the Local Authority


Part B – it is an Ofsted expectation that all commissioners of AP quality assure that provision to ensure it meets the needs of their young people. Where a school has commissioned the provision; that school will need to undertake part 2 of the QA processes for each provider it has commissioned. Where the LA has commissioned provision directly (and therefore the young person is on roll at that provision) the LA will undertake the QA process.

It is an expectation that all outcomes of QA visits are shared across the schools in the partnership.

QA Ratings

All self-evaluation and QA visits will use a standard RAG rating:

 RED – Requirement not met or significant deficiencies; urgent improvement needed

 AMBER – Requirement partially met; processes to be enhanced or embedded

 GREEN – Requirement fully met

Framework

The framework covers five themes as follows:

Part A

1. Safeguarding
2. Health and Safety

Part B

3. Admissions, Guidance and Support
4. Quality of Education
5. Outcomes for learners

The expectation would be that each visit is carried out in partnership with the providers instead of 'done' to the provider. Therefore, we would expect and welcome managers to join the assessment team. Each visit would take no longer than one day. It might not be possible to focus on all sections of the framework in any one visit to a setting.

Framework

Name of Provider:	
-------------------	--

Manager:	
----------	--

LA QA Lead:	
-------------	--

LA visit Date:	
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Background Information

Is the provider registered with Ofsted? YES / NO	If yes, Ofsted registration Number:	If yes, DfE Registration Number:
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Date of last Ofsted inspection (if registered):		Outcome:
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Student Numbers

	Total Number of students attending	Of which: Number full time or with no provision in school	Number full time or with no provision in school with an EHCP	Number full time or with no provision in school who are in care
Monday am				

Monday pm				
Tuesday am				
Tuesday pm				
Wednesday am				
Wednesday pm				
Thursday am				
Thursday pm				
Friday am				
Friday pm				

Part A – Minimum Standards

Section 1 - Safeguarding						
	Requirement	Evidence	Self-Evaluation		Assessment	
			Rating	Comment	Rating	Comment
1.1	<p>Access to the site is restricted to registered pupils and the organisation's own staff.</p> <p>All staff have current required checks which are recorded on a single central register</p>	<ul style="list-style-type: none"> • SCR and HR files • Safer Recruitment Procedures • Controlled access to Site • Sign in procedures • Visitor's procedures • Contractors have appropriate checks, Public Liability Insurance and supervision. 				
1.2	Section 175 Audit & Action Plan in place	<ul style="list-style-type: none"> • BCC 175 audit and action plan complete and tracking progress against action presented. 				
1.3	Appropriate policies and procedures in place to safeguard children	<ul style="list-style-type: none"> • Child Protection/Safeguarding Policy (to cover the following: Prevent, CSE, FGM, FM, Relationship abuse, Domestic 				

		<p>Violence, Drugs and Substance misuse , Gangs, Fabricated Illness, Bullying, Faith Abuse, Gender based violence, private fostering, sexting and trafficking)</p> <ul style="list-style-type: none"> • Staff Behaviour Policy/Code of Conduct • Whistleblowing Procedures • Recruitment & Selection Policies • E- Safety policy and strategy • Use of reasonable force procedures 				
1.4	Trained Designated safeguarding lead in place	<ul style="list-style-type: none"> • DSL and cover for DSL in place. • Appropriately training and attendance at DSL network 				
1.5	Robust procedures for logging concerns, record keeping and sharing information	<ul style="list-style-type: none"> • Student files and referrals. • CP file are well structured and organized and securely held. • Tracking of vulnerable learners and associated risks. <p>Follow up undertaken where referred to school DSL.</p>				
1.6	Appropriate provision for Children in Care	<ul style="list-style-type: none"> • Designated person for CiC. • Communications with virtual school. • CiC files. 				
1.7	Appropriate procedures to safeguard Children Not in School	<ul style="list-style-type: none"> • Registers procedures. • Attendance policy and procedures • Communication with commissioners and parents. • Children missing in education procedures 				

1.8	Curriculum programme includes safeguarding training for children and young people	<ul style="list-style-type: none"> • Curriculum plans include opportunities for students to explore: -CSE (Child Sexual Exploitation) -DV (Domestic Violence) -FGM (Female Genital Mutilation) -FM (Forced Marriage) -Substance misuse -Gangs -Radicalisation and extremism 				
Recommendations / Next Steps:						

Section 2 – Health and Safety

	Requirement	Evidence	Self-Evaluation		Assessment	
			Rating	Comment	Rating	Comment
2.1	An up to date Health and safety policy is in place and accessible to all staff, young people, carers and visitors and a there is a designated person trained to IOSH standard who is held ultimately responsible for health and safety	<ul style="list-style-type: none"> • Designated Health and Safety Trained Officer (IOSH) • Displayed notice naming the designated person for health and safety to whom these issues should be reported • Knowledge of requirements of health and safety legislation • ‘Competent’ health and safety advice available • Appropriate health and safety signs and notices 				
2.2	Risk assessments have been carried out to identify significant risks on site	<ul style="list-style-type: none"> • Adequate risk control measures/ risk register. 				

		<ul style="list-style-type: none"> • Record of at least yearly regular reviews 				
2.3	<p>Fire drills take place regularly, at least once a year</p>	<ul style="list-style-type: none"> • Fire alarms are regularly tested and meet the Fire Brigade's criteria • Fire extinguishers tested regularly • Staff trained in fire prevention measures • Diary showing recent fire drills and notes • Certificate showing tests of fire alarms • Display a list of fire wardens 				
2.4	<p>Public liability insurance policy is current and the insurance certificate is displayed</p>	<ul style="list-style-type: none"> • Public liability insurance document • Other relevant insurance documents 				
2.5	<p>First aid equipment and/or facilities are readily available</p> <ul style="list-style-type: none"> • Is the organisation familiar with RIDDOR procedures? (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995) www.hse.gov.uk • How will the employer convey revised control measures to young people if a RIDDOR event occurs whilst they are on the premises? http://www.hse.gov.uk/guidance/index.htm 	<ul style="list-style-type: none"> • Arrangements for access to a qualified first aider • Recording systems for accidents and first aid treatments and notification to the and/or the parents/carers • Evidence of any RIDDOR investigations underway or outcomes pending • List of trained first aiders displayed 				

		<ul style="list-style-type: none">• Medical Needs policy				
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Recommendations / Next Steps:

Part B – Commissioner QA

Section 3 – Admissions, Guidance and Support						
	Requirement	Evidence	Self-Evaluation		Assessment	
			Rating	Comment	Rating	Comment
3.1	Admission and referrals procedures are clear and well supported	<ul style="list-style-type: none"> • Admission/ Referral policy • Admission/ Referral application forms • Integration process/ Student files • Induction process: base lining, Learning Plans, Timetables, Groups (register) , CEIAG • Target and tracking sheets 				
3.2	All learners participate in an induction process that will help them understand options, health and safety procedures, their rights and responsibilities and are aware of equal opportunities	<ul style="list-style-type: none"> • Integration process/ Student files • Induction process: base lining, Learning Plans, Timetables, Groups (register) , CEIAG • ILPs • Student voice 				
3.3	Learners have a forum to express opinions and raise issues	<ul style="list-style-type: none"> • Student council • Student questionnaires • Tutor systems • Examples of how students voice shaped provision 				
3.4	A structured process of CEIAG is in place which	<ul style="list-style-type: none"> • CEIAG offer • Individual plans 				

	<p>supports students' progression into further education employment or training.</p>	<ul style="list-style-type: none"> • Partnership with colleges, WBLP, Schools, employers • Destination data • Post 16 application processes and procedure • Careers Fayres, Attendance at Skills show etc 				
<p>Recommendations / Next Steps:</p>						

Section 4 – Quality of Education						
	Requirement	Evidence	Self-Evaluation		Assessment	
			Rating	Comment	Rating	Comment
4.1	The curriculum overview clearly identifies the needs of the students, how the curriculum has been designed to address these needs and the impact of this.	<ul style="list-style-type: none"> • Curriculum statement • Curriculum map • Overarching Timetable • Individual student timetables. 				
4.2	Where the curriculum is broken down into subjects, or the overarching curriculum if not, there is clear planning to show progression in the development of knowledge.	<ul style="list-style-type: none"> • Medium term plans • Schemes of work • Lesson Plans • Lesson observations 				
4.3	Teaching staff are appropriate to deliver programmes	<ul style="list-style-type: none"> • Safer recruitment policy and procedures • SCR/HR files • Training register • CPD • Links to schools and providers 				
4.4	Planning for learning shows: 1. Lesson/session plans identify the knowledge, skills and understanding that different groups of learners will achieve	<ul style="list-style-type: none"> • Timetable • Curriculum Plan • Session planning / Lesson plans. • SOW • Individual Plans • Exam Policy and procedures 				

	2. Regular and thorough assessment and review of progress takes place	<ul style="list-style-type: none"> • Assessment policy and procedures • Reports home/ School • Students books and portfolios • Moderation, IV and EV reports 				
4.5	Appropriate resources are available to deliver the curriculum offered.	<ul style="list-style-type: none"> • Curriculum Plan • Session planning / Lesson plans. • SOW • Individual Plans • Staff training register • Deployment of Key workers. • Safety equipment etc. 				
4.6	There are productive working relationships between staff and learners leading to effective feedback and positive learning outcomes.	<ul style="list-style-type: none"> • Behaviour policy and procedure • Rules, routines, rewards and sanctions • Lesson Observations • Behaviour Data • Attendance and Behaviour reports to commissioner's • Student voice • Exclusion data. 				
4.7	Learners understand the importance of attendance, punctuality and classroom and workshop behaviour and	<ul style="list-style-type: none"> • Attendance and punctuality policy and procedures • Rules, routines, rewards and sanctions • Students files 				

	comply appropriately.	<ul style="list-style-type: none"> • Exclusion policy and procedures • Accident reporting • Risk assessment, Health and Safety guidance to students 				
Recommendations / Next Steps:						

Section 5 - Outcomes for learners						
	Requirement	Evidence	Self-Evaluation		Assessment	
			Rating	Comment	Rating	Comment
5.1	Learners meet the targets set in relation to their starting points and make at least good progress	<ul style="list-style-type: none"> • Progress trackers/data • Formative and summative assessment • Portfolios and books • Reports home – schools • Students voice 				
5.2	Analysis of assessment data enables clear indications of: <ul style="list-style-type: none"> • how well the provider is doing in relation to its targets • how effective it is in identifying specific groups of learners' needs 	<ul style="list-style-type: none"> • Exam outcomes • Unit completion and progress against syllabus • Attendance and behaviour data • Rewards and Sanctions • Exclusions data 				
5.3	Underperformance is addressed through appropriate intervention and support	<ul style="list-style-type: none"> • Planning • Menu of intervention e.g. Literacy, Numeracy, Behaviour , SEN7 • Updated ILP showing regular reviews. • Allocation of key workers 				
Recommendations / Next Steps:						

AP QA Monitoring Visit Exemplar Student Interview Sheet

Questions	Responses
Do you feel safe at this provision?	
Is there anything that could be done here to make you feel safer?	
Explain the teaching and learning that goes on in your lessons.	
What do you enjoy most about being at this provision?	
How hard do you work in class? How are challenged to do better?	
Do you enjoy your lessons? Why?	
How are you helped with difficulties in your understanding of a concept?	
How do you know about your Progress?	
What would you say to other students who want to come here?	
How would you describe your behaviour here? Has this improved from your previous school?	
Other	

AP QA Monitoring Visit Exemplar Work Scrutiny Sheet

Criteria	Rating (RAG)	Observations made <i>Is evidence:</i> RED – not met or no evidence; AMBER – partially met; GREEN – fully met <i>(Please indicate your decisions for your grading).</i>
Is the folder/exercise book updated? Are assignment briefs completed?		
Is work checked - misconceptions highlighted and corrected?		
Constructive comments made on how to reach next level etc		
Advice and opportunities for extended work / research/ independent work		
Evidence of support for development of literacy, numeracy, research, thinking skills and independent work (templates)		
Other observations		

AP QA Monitoring Visit Exemplar Staff Interview Sheet

Questions	Answers
<ul style="list-style-type: none"> Do you know who has the responsibility for Safeguarding in the school/college/academy? 	
<ul style="list-style-type: none"> What should you do if a safeguarding issue comes to light? 	
<ul style="list-style-type: none"> How would you describe the behaviour of students in your school/academy/college? 	

<ul style="list-style-type: none">• How are staff supported in their professional development?	
<ul style="list-style-type: none">• What are the key priorities of your school/academy/college?	
<ul style="list-style-type: none">• How are key issues shared with staff?	