



Marshland
HIGH SCHOOL

Alternative Provision Policy

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Responsibility for the oversight of the alternative provision used always rests with the local authority or school that commissioned the placement. ¹

1. Definition and Purpose

This policy aims to provide clear guidance to Marshland High School colleagues and partners in the commissioning of regulated and unregulated alternative provision [AP]. The term 'unregulated' (also referred to as unregistered) to define an AP setting which is not a registered school or college (for pre-16 pupils). There are, however, unregulated AP settings which are registered for post-16 and also offer education/training to school-age pupils.

Unregulated AP settings may deliver an educational (academic and/or vocational), social, emotional, physical and/or sensory offer, during the school day, where that provision cannot be met in school.

Typically, unregulated AP settings are used to provide alternative education or training to pupils to complement their timetable and core offer in school. Current government guidance does not always differentiate between **regulated or registered AP** (e.g., an alternative school setting for a pupil who has been permanently excluded from school, such as a pupil referral unit or short-stay school, or a hospital school) and **unregulated AP** (e.g., where a young person may access a vocational course for 1-2 days per week). Pupils accessing unregulated AP remain on the roll of their home school.

As per [Arranging Alternative Provision - guide for LAs and schools](#) (updated February 2025):

All children, regardless of circumstance or setting, should expect to receive a good education. When arranging alternative provision, Marshland High School will ensure that it is good quality, registered where appropriate, and delivered by high quality staff with suitable training, experience and safeguarding checks.

Alternative provision must be suitable to the child's age, ability and aptitude, and any SEN they have.

Placements into alternative provision should always be made with the child's reintegration back into mainstream or specialist education, or move onto a sustained post-16 destination in mind.

2. Adapting Education to a Child's Needs

All children, regardless of circumstance or setting, should expect to receive the same high standard of education as their peers in Marshland High School.

Alternative provision and the framework surrounding it should offer good quality education equivalent to that provided in school. The provision must be suitable to the child's age, ability and aptitude, and any SEN they have.

Provision should also support the child to overcome their individual barriers to attainment and achievement, giving equal consideration to their pastoral needs, and enabling them to thrive and prosper in the education system.

Provision should address a child's physical or mental health needs as well as personal, social and emotional needs, alongside their educational needs. For example, ensuring that the child feels like they belong to Marshland High School community, and can stay in contact with classmates, and where reasonably practicable have access to the same opportunities enjoyed by their peers.

The education offered by alternative provision settings should be of a good quality, delivered by high-quality qualified staff who have undertaken suitable training, and have relevant experience and safeguarding checks.

Children should also be involved in decisions about their education from the outset to the extent that their age, additional needs and health allow. This will help ensure that the child understands the reasons and intended outcome for the placement and will encourage their commitment and engagement.

Children should be given the opportunity to take appropriate and relevant qualifications. This would help prevent them from falling behind their peers and ensure that they are able to access their chosen post-16 destination.

Marshland High School may commission off-site alternative provision (registered or unregistered) to improve behaviour, help prevent a suspension or permanent exclusion, or arrange suitable education for a suspended pupil (from the sixth school day of a suspension or permanent exclusion) under section 100 of the Education and Inspections Act 2006. Governors and Headteachers must adhere to the regulations set out in [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](http://www.gov.uk).

Pupils who may benefit from AP are often within the most vulnerable cohort. They may have special needs (with or without an EHCP), medical needs, attendance difficulties, challenging behaviour, a social worker, be suspended (after day 6), at risk of permanent exclusion, in care and/or known to supporting agencies such as the Youth Justice Service for example.

Unregulated AP settings are not inspected by Ofsted or any other national body, though Ofsted inspectors may visit an unregulated AP setting as part of a school's inspection (see [Ofsted](#)).

The lack of a set of national standards or inspectorate, and the fact that it is often the most vulnerable pupils who access such provisions make it imperative that the commissioning of unregulated AP is carried out in the best interests of the pupil, with safeguarding as a priority. This policy aims to ensure that all Marshland High School colleagues involved in the commissioning of unregulated AP follow correct procedures.

3. Identifying a Suitable Placement

When it is decided that a child would benefit from alternative provision the placement should focus on enabling them to overcome any barriers to learning they may have and to assist them back into mainstream/specialist education or into a sustained post-16 destination. As such, Marshland High School will always ensure that a placement will address the individual needs of the child as well as providing education in line with that of Marshland High School to better enable re-integration.

When identifying any placement, Marshland High School will always consider the individual circumstances of the child and whether the setting is appropriate. This includes discussions between us and the relevant local authority to ensure there are no safeguarding concerns about the location of the placement and that the route between home and provider is manageable and safe.

Marshland High School understands that the commissioning school or relevant local authority is ultimately responsible for the provision they put in place. As such the commissioner, prior to placement, should always conduct their own due diligence to assess whether the provision is safe, offers high quality education and is suitable for meeting the child's individual needs.

4. Arranging a Placement

As soon as a suitable placement is identified, Marshland High School and the alternative provision setting will agree the nature of the intervention, its objectives, reintegration and the timeline to achieve these objectives. The provider should set this out in a personalised plan for the child.

Regular review dates (at least half-termly) between us and the provider will be built in to monitor the child's progress against objectives and to consider any changes that may be necessary to ensure the placement is successful. The provider will be responsible for advising us on any necessary changes and next steps to support transitions.

Where reintegration back into our school is the main objective, there will be agreement between us and the provider on how to assess when the child is ready to return. A joint plan will be put in place outlining the support package and resources needed from both the placement and Marshland High School or new school to help the child to reintegrate back into schooling successfully.

All objectives and plans will be agreed with all relevant stakeholders, including the parent carers and child, where appropriate. Objectives, plans, roles and responsibilities will be set out in writing by the provider and regularly reviewed with all stakeholders.

When a decision is made to commission an alternative provider to offer outreach support, we will agree on the nature of the intervention, the intended outcomes, and how progress will be monitored and evaluated. Any intervention will be led by the evolving needs of the child and will be kept under review.

5. Pre-Placement

Pre-placement, Marshland High School will ensure that the following checklist has been met:

- a) Liaison with all relevant stakeholders (including the pupil, parent carer, EHCP Coordinator, social worker, Virtual School Advisor for Children in Care, health professional etc.) to ensure that the planned provision is in the best interest of the child
- b) Following initial contact with the AP setting, a site visit and record using the **01 Pre-placement visit record** ([Appendix 1](#))
- c) Completion of the **02 Initial Referral and Admissions** ([Appendix 2](#)) form to include the following:
 - a. Key pupil details
 - b. Emergency contacts
 - c. Agreed course offer, start date, length of course including a taster day if appropriate
 - d. Agreement that the pupil will attend **no more** than 15 hours per week, to avoid any risk of the setting being deemed an illegal school.
 - e. Key professional contacts
 - f. Core aims and objectives of the placement
 - g. How progress will be monitored and communicated back to Marshland High School (when, how, how often)
 - h. If and how the placement contributes to the pupil's post-16 plans
 - i. SEND/EAL needs of the pupil, including relevant EHCP targets as appropriate
 - j. If appropriate, links to the pupil's Individual Healthcare plan; GP contact details
 - k. Youth Justice Service contacts if appropriate

- l. How **daily** attendance will be reported back to Marshland High School, procedures for non-attendance
 - m. School DSL contact details and agreement for the recording and communicating of safeguarding concerns
 - n. Photo consent
 - o. Behaviour expectations which are in line with the school's own policy (i.e., no smoking etc.); the **04 Learner Code of Conduct (Appendix 4)** may be used. How will behaviour incidents (including praise and positive feedback) be communicated? How will such feedback contribute to Marshland's tracking system for behaviour (and impact on rewards if, for example, reward trips depend on a number of positive points earned)
 - p. Risk assessment
 - q. Agreement of what will happen if the pupil is suspended from school and the suspension impacts on the days during which they would normally be at the AP
 - r. Equipment, clothing required
 - s. Contact with animals and any relevant risk assessments
 - t. Transport
 - u. How lunches and/or snacks will be provided; especially if the pupil is in receipt of Free School Meals, and/or if they have a food allergy/intolerance/are pregnant etc.
 - v. How the setting/school will communicate with parent/carers
 - w. If a TA or other school colleague will accompany the pupil, their contact details and what will happen if that colleague is absent for any reason
- d) If relevant, a pre-placement baseline assessment may be completed (helpful if the placement is for social, emotional and/or to improve behaviour). Suggestions are available in the document **03 Pre-placement baseline (Appendix 3)** if the school does not already have a social and emotional tracking system in place.
 - e) Funding: additional funding may be available to the school for an AP placement. Please refer to [SEND funding - Schools \(norfolk.gov.uk\)](https://www.norfolk.gov.uk/SEND-funding-Schools) for further guidance
 - f) The operational lead for the oversight of pupils attending off-site AP will ensure that all relevant documentation (including emails) is stored centrally on a shared drive to ensure access as required. Access to key information should depend on the system, not a person.
 - g) Marshland High School understands that when AP is commissioned to meet the specific needs of a pupil, they have the responsibility to ensure that the pupil is not disadvantaged in respect of being kept safe, attendance or educational outcomes, including personal development (access to visits and trips, for example).

6. Oversight of Placements

Responsibility for the oversight of the alternative provision always rests with the local authority or school that commissioned the placement.

Schools should always inform the relevant local authority when they commission a placement in alternative provision for a child to ensure the local authority maintains oversight of sufficiency and safeguarding.

We will maintain regular contact with the provider and child, with clear procedures in place to exchange information, monitor progress and provide pastoral support. The child will not

be removed from our admission register, and we will make every effort to ensure that the child continues to feel that they belong and are part of our school.

Pre-placement, Marshland High School and the AP provider will have agreed the frequency and method of progress reporting. This should take place at least once every half-term.

During the placement, a school colleague will visit the pupil on site and observe them undertaking the activity. A record of this visit should be logged on the form **05 Alternative Provision Progress visit record** ([Appendix 5](#)).

Where possible, the pupil's perspective and views should be recorded on the form **06 Mid or End of placement evaluation** ([Appendix 6](#)). If special needs are a barrier to communication, other methods may be appropriate (such as photographs showing that a non-verbal pupil is happy and engaged, for example).

Parent carers and the centre lead at the provision (or relevant tutor or key worker) should also complete form **06 Mid or End of placement evaluation** ([Appendix 6](#)). If relevant, other professionals (such as an EHCP Coordinator or Virtual School for Children in Care Adviser) may also contribute their views.

Evaluations and placement evidence may be shared during PEPs or EHCP reviews as appropriate.

If the mid-placement visit record and/or evaluation show that changes are required to the offer, such as the type of activity, days or times attended etc., then this should be reviewed, and the initial admissions form amended to reflect the changes.

Any pre-placement baseline assessments may be repeated mid-placement to demonstrate progress.

Marshland High School and the alternative provider will agree on appropriate reporting mechanisms, including how the provider can report any issues or concerns and how the provider keeps records on and reports back information about a child's attendance and progress in the provision.

We will maintain a full record of all placements, including a child's progress, achievements and destination following the placement. This will also include the child's own assessment of their placement.

7. End of Placement

At the end of the placement, the form **06 Mid or End of placement evaluation** ([Appendix 6](#)) should be completed by the school, pupil, AP setting and parent/carer. If relevant, other professionals (such as an EHCP Coordinator or Virtual School for Children in Care Adviser) may also contribute their views.

Any pre-placement baseline assessments may be repeated at the end of the placement to demonstrate progress.

8. Safeguarding

[Keeping children safe during community activities, after-school clubs and tuition: non-statutory guidance for providers running out-of-school settings - GOV.UK \(www.gov.uk\)](#) provides guidance for AP settings on safeguarding.

Where a child is placed in alternative provision, Marshland High School continues to retain safeguarding duties towards the child and should therefore be satisfied that the provision is in a safe environment, as well as meeting the child's pastoral and educational needs.

Marshland High School should always know where the child is during school hours. This includes having records of the actual address of the commissioned alternative provider and any subcontracted provision or satellite sites the child may attend.

We will regularly review placements. Reviews should be frequent enough (at least half-termly) to assure that the provision is achieving its objectives, that the child is regularly attending and that the placement continues to be safe and meets the child's needs.

Where safeguarding concerns arise, the placement should be immediately reviewed and terminated, if necessary, unless or until those concerns have been satisfactorily addressed.

We will always have regard to Keeping Children Safe in Education guidance and Working Together to Safeguard Children.

There are currently no formal safeguarding requirements for safeguarding training in unregulated AP settings. Commissioning schools are required to check safeguarding arrangements at each unregulated AP setting used. Marshland High School will use the document **01 Pre-placement visit record**² ([Appendix 1](#)) to ensure that all safeguarding checks have been carried out pre-placement.

Marshland High School will obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that we would otherwise perform in respect of our own staff. This includes written confirmation that the alternative provision provider will inform the commissioner of any changes to arrangements that may put the child at risk, e.g. staff changes, so that the commissioner can assure itself that appropriate safeguarding checks have been carried out on new staff.

[Keeping children safe in education - GOV.UK \(www.gov.uk\)](#) requires the following:

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

169. 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. Schools should obtain written information from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at their establishment (i.e. those checks that schools would otherwise perform on their own staff). This includes written confirmation that the alternative provider will inform the commissioning school of any arrangements that may put the child at risk (i.e. staff changes), so that the commissioning school can ensure itself that appropriate safeguarding checks have been carried out on new staff.

Marshland High School will ensure that all unregulated settings commissioned are provided with the following key information. This may be recorded using the document **02 Initial Referral and Admissions** ([Appendix 2](#)) or Service Level Agreement.

- a) Name and contact details (telephone and email) for the school's Designated Safeguarding Lead
- b) Clear Service Level Agreement on how safeguarding concerns will be communicated, followed up and by whom; and how regular communication between the school and unregulated AP will be assured. [Appendix 2](#) may also be used for this purpose.

Pupils attending unregulated AP may feel more at ease and therefore make disclosures more readily. It is therefore **essential** that the school and AP setting agree procedures before any placement starts.

As noted in [Working together to safeguard children 2023: statutory guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/111111/Working_together_to_safeguard_children_2023_statutory_guidance.pdf), *Rapid reviews and child safeguarding practice reviews have highlighted that **missed opportunities to record, understand the significance of, and share information in a timely manner** can have severe consequences for children* (p18).

It may be good practice for Pupils attending off-site AP to be a standing agenda item for DSL meetings, to ensure that colleagues responsible for safeguarding are able to address issues and identify any patterns or trends.

Marshland High School will ensure a risk assessment is undertaken before the child starts which assures the school that there are appropriate safeguarding arrangements in place. A schedule of visits should be implemented to provide ongoing assurances that the unregulated AP is appropriate for the child and safeguarding arrangements in place are robust.

Marshland High School will gain assurances from the unregulated AP in relation to their safeguarding policy, and procedures, the training attended by staff and that appropriate safer recruitment checks have been undertaken as required in part 3 of [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/keeping-children-safe-in-education). See also [Appendix 7](#).

Pupils attending unregulated AP should know how to report worries or concerns and to whom. This should be the same for their parents or carers. There should be a relationship where children can talk freely to all members of staff if they are concerned or worried. Children will be reassured that they are safe and everything they say is taken seriously.

Marshland High School will ensure that relevant staff have regular communication with the child to give them the opportunity to share what is going well and ask if they have any concerns.

9. Attendance

It is essential that the unregulated AP setting communicates attendance daily within 30 minutes of the planned arrival time (unless accompanied by a member of school staff). Agreement on how and to whom this will be communicated must be reached and recorded pre-placement (see [Appendix 2](#) or use the Service Level Agreement). It is not sufficient for an AP setting only to communicate absence.

Pupils attending an off-site **registered** AP school (such as a PRU or hospital school) should be coded as D as they will be temporarily dual-registered.

Pupils attending off-site unregulated AP where there is **face-to-face, supervised provision**, should be coded as B in the register, but only once the AP setting has confirmed daily attendance. The register **must not** be flood-coded ahead of time.

If the AP placement has been arranged by the local authority, the absence should be recorded as K.

Some pupils may be accessing online provision which is not face-to-face (even on screen); this should be coded as C.

Senior Leaders will ensure that all colleagues working in attendance understand these codes.

Further detail and guidance is available at [Working together to improve school attendance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/working-together-to-improve-school-attendance)

10. Ofsted

During an Ofsted inspection, the following will apply. See [School inspection handbook - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/school-inspection-handbook) and [Independent schools inspection handbook - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/independent-schools-inspection-handbook). Note that this is a summary only; further detail can be located via the inspection handbooks and the Norfolk County Council Directory of Unregulated Alternative Provision.

1. **Information request:** The lead inspector will request information about any off-site AP during the initial telephone conversation. In order that this information is readily available, Marshland High School will maintain an accurate and up to date register/log of all pupils attending off-site AP. Responsibility for ensuring that this record is up to date is overseen by the Deputy Headteacher (Pupil Welfare and Behaviour). The register will include (as a minimum) names of pupil, year group, key information (e.g., EHCP, LAC, EAL etc.), AP attended, key contact, address, days and times, the core purpose(s) of the provision.
2. **Parent carer views:** Ofsted provide a letter for parent/carers to notify them of an inspection. The Deputy Headteacher (Pupil Welfare and Behaviour) will ensure that the parent carers of all pupils attending off-site AP receive this notification.
3. **AP contact/visits:** The Deputy Headteacher (Pupil Welfare and Behaviour) will ensure that all unregulated AP settings commissioned by the school are informed of an inspection. In some cases, inspectors will telephone or visit an unregulated AP setting to verify that Marshland High School's leaders have ensured that the placement is safe and appropriate.
4. **Registration status:** Inspectors will ask the school about the registration status of any APs that they use. Any provider of AP must be registered as an independent school if it caters *full time* for 5 or more pupils of compulsory school age, or one pupil who is in care and/or has an education, health and care plan [EHCP]. Marshland High School will ensure that the registration status of any unregulated AP has been checked to ensure that it is not using a provider operating as an illegal school. If the school uses AP that should be registered but is not, inspectors will carefully consider whether this affects the likelihood that pupils are safeguarded effectively. If the school uses an unregistered provider unknown to Ofsted, the inspector will inform the duty desk of the Ofsted unregistered schools team.
5. **Rationale:** Inspectors will consider the appropriateness of the commissioned placement(s), whether leaders at Marshland High School have ensured that appropriate checks have been carried out, the extent to which the pupil(s) benefit from a broad and balanced curriculum if they attend off-site AP, and the attendance, behaviour and personal development of those pupils.
6. **Ofsted judgements:** Most importantly, inappropriate or insufficient checks on the commissioning of unregulated AP may have serious consequences for the safety of a child. In addition, this may also negatively impact on an Ofsted inspection judgement. Marshland High School recognises that ineffective or inappropriate checks may lead to an inadequate judgement for leadership and management. Likewise, if pupils attending unregulated AP behave poorly or are unsafe, this may result in an inadequate judgement for behaviour and attitudes.

11. Governance

Marshland High School will ensure that there is effective governance and oversight of the school's commissioning of unregulated AP.

The nominated governor will monitor Marshland High School's use of unregulated AP via the Headteacher's termly report to governors and via the operational lead for this area of work. The nominated governor will ensure that this policy is updated annually, in line with national and local guidance.

12. References

- [Alternative provision - GOV.UK](#)
- [Independent schools inspection handbook - GOV.UK \(www.gov.uk\)](#)
- [Keeping children safe during community activities, after-school clubs and tuition: non-statutory guidance for providers running out-of-school settings - GOV.UK \(www.gov.uk\)](#)
- [Keeping children safe in education - GOV.UK \(www.gov.uk\)](#)
- [Registration of independent schools, Departmental advice for proprietors and prospective proprietors of independent schools in England; August 2019](#)
- [School inspection handbook - GOV.UK \(www.gov.uk\)](#)
- [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](#)
- [Working together to improve school attendance - GOV.UK \(www.gov.uk\)](#)
- [Working together to safeguard children - GOV.UK \(www.gov.uk\)](#)

The model templates in this guidance can be accessed in the appendices at the end of this policy, and as downloads, at <https://www.schools.norfolk.gov.uk/29782>

13. Appendix 1 - 01 Pre-placement visit record

Name of AP setting	
Address	
Telephone	
Key contact at the AP setting (name/role)	
Email	
Pre-placement visit carried out by (name/role)	
School/organisation	
Email	
Date of visit	

PRE-PLACEMENT

	Y/N	Comments
Has the commissioner carried out a pre-placement visit to the setting?		
Has the young person been actively involved in planning for this placement?		
Has the parent/carer been actively involved in planning for this placement?		
Have any other relevant professionals been actively involved in planning for this placement? (e.g., LAC Adviser, EHCP Co, YOT key worker etc.)		
Has a taster session been arranged for the young person?		
Has the commissioner requested references/recommendations from other schools/commissioners?		
Has the commissioner requested and received a copy of the Local County Council Quality Assurance visit report from the provider? (if available)		
Has the commissioner checked the Cambridgeshire or Norfolk		

	Y/N	Comments
County Council Unregulated Alternative Provision Directory for information regarding legal duties (number of hours/days permitted)? NOTE – the directory is not an approved list and commissioners are responsible for carrying out their own checks		
Is the setting listed in the Unregulated Alternative Provision Directory ? If not, please contact sonia.walker@norfolk.gov.uk / unregulatedap@norfolk.gov.uk or Michale Kaoura in Cambridgeshire		
Is the commissioner aware of the checks that Ofsted may make when schools commission Alternative Provision? (see the Unregulated Alternative Provision Directory , p4-6)		
Does the AP setting have a website? Has the referrer checked this?		
Does the setting have a social media feed? Has the commissioner checked this for any potential concerns?		
Has the AP setting been inspected/QA'd by the Local Authority? Are reports available from the setting?		
Is the school/commissioner confident that the setting is not operating illegally (see Unregulated Alternative Provision Directory for further details and DfE guidance)?		

SAFEGUARDING

	Y/N	Comments
Does the AP setting have an appropriate safeguarding policy? Is the AP setting a member of the Safer Programme page Norfolk Safeguarding Children Partnership PWWC (norfolkscp.org.uk)		

When a pre-placement visit was carried out, were signing-in procedures appropriate?		
Was information provided about safeguarding leads? (e.g., leaflet, posters, lanyards etc.)		
Who in the AP setting has been trained in safeguarding? When? Is there evidence of training?		
Are staff trained in working with young people with SEND?		
Does the commissioner have assurance that all staff have up to date DBS checks in place?		
What is the AP setting's GDPR policy?		
What is the AP setting's photo consent policy?		
Does the AP setting have an appropriate system for recording safeguarding concerns?		
Does the AP setting have an appropriate system for notifying commissioners/schools of safeguarding issues?		
Does the AP setting have a secure method of storing safeguarding concern forms/files?		
Is there a single central record which includes all staff and volunteers? (See Keeping children safe in education - GOV.UK (www.gov.uk))		
Has the commissioner agreed that daily attendance/absence will be communicated to the commissioner/school within 30 minutes of the child's planned arrival time?		
Is the site secure?		
Does the AP confirm that the pupil will not be permitted to leave the site unless this is part of the provision, and is supervised?		
If the site is not secure, have potential risks been addressed?		
Are there post-16 or adults also learning on site at the setting? If so, how is safeguarding for school-age young people being ensured?		

As per KCSIE, has the school received written confirmation from the AP that <i>appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e., those checks that the school would otherwise perform in respect of its own staff</i>		
Does the AP have a policy on physical intervention? If restraint is used, who is trained and is this up to date?		

HEALTH AND SAFETY

	Y/N	Comments
Does the AP setting have adequate insurance? (see below) Can they provide certificates to show this? On the certificates, do the amounts covered (£) match those recommended?		
Does the AP setting have an adequate Health and Safety policy?		
Is there an appropriate Risk Assessment template? If not, use sample provided.		
Can the AP setting demonstrate that it has carried out appropriate fire risk assessments?		
Can the AP setting demonstrate that it regularly carries out practice fire evacuation procedures?		
Does the AP setting have a First Aid policy?		
Who are the AP setting's trained First Aiders? How are they identified (e.g., posters, lanyards etc.)?		
Has the commissioner seen evidence of in-date First Aid training certificates?		
If the AP setting involves contact with animals, have all appropriate safety measures been agreed?		
If the AP setting involves the use of machinery and/or tools,		

has a risk assessment been created?		
If the placement involves the use of machinery/tools, when/how will the young person receive suitable training?		
Will the young person require any special clothing or equipment? If so, who will provide this?		
Is the environment appropriate for the young person? Is it well-maintained?		
If off-site visits or trips form part of the placement, are suitable risk assessments in place?		
If the provision takes place in the family home, have appropriate checks been carried out? Does the setting have a lone-worker policy to ensure appropriate safeguarding?		

BEHAVIOUR

	Y/N	Comments
Does the AP setting have an appropriate behaviour policy/code of conduct?		
Is there a rewards system? Can this be linked to the school's own system?		
Are there any sanctions? What are they?		
What is the policy around smoking/vaping? This should not be permitted for any school-age child.		
How does the AP setting demonstrate that behaviour management is strong?		
Are appropriate systems in place for recording and communicating behaviour incidents?		
Does the AP setting have its own behaviour contract/code of conduct which the young person is required to sign?		

Have the commissioner and setting agreed on processes if the placement does not work/is not appropriate?		
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PROVISION OFFER

	Y/N	Comments
Does the school have clear aims and objectives for this AP placement in line with the young person’s curriculum?		
Does the school have clear aims and objectives for this AP placement in line with the young person’s post-16 plans?		
Will the young person be undertaking any qualifications?		
Can the AP setting provide evidence of a success rate with these qualifications?		
How can the AP setting demonstrate that teaching and learning is of a high standard?		
Has the commissioner carried out a pre-placement baseline assessment which can be reviewed to assess progress?		
Are appropriate progress tracking systems in place?		
Has the commissioner agreed how and when progress at the AP setting will be communicated to the school?		
Have appropriate arrangements been made for transport?		
Have appropriate arrangements been made for snacks and lunches?		
If the young person receives Free School Meals – how will they receive their entitlement?		

Recommended Levels of Insurance Cover

- Public Liability insurance for a minimum of five-million-pound sterling (£5,000,000) in respect of any one act or occurrence or series of acts or occurrences in any one year
- Employer’s Liability insurance for a minimum of ten-million-pound sterling (£10,000,000) in respect of any one act or occurrence or series of acts or occurrences in any one year
- Professional Negligence insurance for a minimum of two-million-pound sterling (£2,000,000) in respect of any one act or occurrence or series of acts or occurrences in any one year

- The Service Provider and its Personnel shall have in place motor vehicle insurance commensurate with the potential liabilities of the Service Provider relating to the operation of vehicles used for the transport of Service User/s and their visitors
- Subcontractor Liability – the Service Provider shall ensure that the same levels of insurance are maintained for any sub-contracted Services

The onus is on the Service Provider to ensure that its insurance policies are always adequate to cover eventualities pertaining to its business, but the school also holds a responsibility to pupils placed there.

Relevant documentation

- Alternative Provision – Statutory guidance for local authorities - DfE January 2013 (Also applies to *governing bodies and head teachers; state schools; academies; PRUs; AP providers*)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/268940/alternative_provision_statutory_guidance_pdf_version.pdf
- [Keeping children safe during community activities, after-school clubs and tuition: non-statutory guidance for providers running out-of-school settings - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/690495/Keeping_children_safe_during_community_activities_after_school_clubs_and_tuition_non_statutory_guidance_for_providers_running_out_of_school_settings_-_GOV.UK.pdf)
- Keeping Children Safe in Education: Statutory guidance for schools and colleges [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/690495/Keeping_children_safe_in_education_-_GOV.UK.pdf)
- Unregistered independent schools and out of school settings – DfE March 2018
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/690495/La_Guidance_March_2018.pdf

Completed By:	
Designation:	
Date:	

14. Appendix 2 - 02 Initial Referral (Section A) and Admission form (Section B)

SECTION A to be completed **prior** to placement being agreed

SECTION B to be completed when **placement has been agreed**

Where relevant, cells have a variety of possible responses; colleagues should delete the information as applicable. All cells may be expanded. The pupil's name repeats as a header across each page.

SECTION A

STUDENT NAME	
DATE OF BIRTH	
School	
Year group	
School key contact name	
School key contact role	
School key contact telephone	
School key contact email	
ULN Number	
% attendance at time of referral	
SEND	NO KNOWN SEND SEND SUPPORT EHCP IN APPLICATION EHCP IN YES TO ASSESS STAGE EHCP IN DRAFT EHCP IN PLACE
If the YP has an EHCP, have the relevant sections/targets been attached to this referral?	YES NO N/A
Does the YP have an Individual Learning Plan (ILP)?	YES NO N/A
Is the ILP attached to this referral?	YES NO N/A
Has the YP undergone a risk assessment?	YES NO N/A
Is a copy of the risk assessment attached to this referral?	YES NO N/A
Is the pupil a child in care?	YES NO
Is the pupil an Unaccompanied Asylum Seeker?	YES NO
Is the pupil a refugee?	YES NO
If yes, (to all 3 previous Qs) is the Virtual School aware of this referral?	YES NO N/A
Does the pupil have an Individual Healthcare Plan?	YES NO N/A
If the pupil has an Individual Healthcare Plan, is it attached to this referral?	YES NO N/A
Is the pupil open to social care?	YES NO FSP S17 S47 OTHER
If any other agencies are involved, please list here	
Does the pupil have a Behaviour Support Plan?	YES NO N/A
If the pupil has a Behaviour Support plan, is it attached to this referral?	YES NO N/A

STUDENT NAME	
Day(s) / timings required (NO MORE THAN 2 FULL DAYS OR 4 SESSIONS)	
Preferred attendance duration	e.g. One term
Proposed start date	
Proposed end date	
Does the YP attend any other Alternative Provision?	YES NO N/A
If Yes, please specify days and times	
If Yes, which course(s) (provide level)	
Is the pupil a Young Carer?	YES NO
Is the pupil from a Gypsy, Roma or Traveller community?	YES NO

SECTION B

CORE INFORMATION

STUDENT NAME	
DATE OF BIRTH	
GENDER	MALE FEMALE IDENTIFIES AS MALE IDENTIFIES AS FEMALE NON-BINARY
Ethnicity³	WHITE BRITISH IRISH WHITE GYSPY ROMA TRAVELLER OF IRISH HERITAGE ANY OTHER BACKGROUND WHITE AND BLACK CARIBBEAN AND BLACK AFRICAN WHITE AND ASIAN ANY OTHER MIXED OR MULTIPLE ETHNIC BACKGROUND INDIAN PAKISTANI BANGLADESHI CHINESE ANY OTHER ASIAN BACKGROUND BLACK AFRICAN BLACK CARIBBEAN ARAB ANY OTHER ETHNIC GROUP
Name of Parent/Carer	
Email of parent/carers	
Mobile telephone	
Home telephone	
Work telephone	
Emergency Contact 1 Name/relationship	
Emergency Contact 1 Telephone number	
Emergency Contact 2 Name/relationship	

³ [List of ethnic groups - GOV.UK \(ethnicity-facts-figures.service.gov.uk\)](https://www.gov.uk/ethnicity-facts-figures)

Emergency Contact 2 Telephone number	
Course/provision offer	
Days and times to attend (NO MORE THAN 4 SESSIONS TOTAL/2 FULL DAYS)	
Agreed taster date (if applicable)	
Agreed start date	
Planned end date	
Time and method of arrival (please state if different on different days)	
Time and method of departure (please state if different on different days)	
If relevant, EHCP Coordinator email	
If relevant, YOT keyworker email	
If relevant, Virtual School Children in care Adviser email	
If relevant, social worker/FSP email	

SAFEGUARDING

<p>Attendance Please document how and when attendance at the AP setting will be communicated to the school/commissioner Agreed day/time (e.g., by 9am every Monday and Wednesday) Method (e.g., by email to the key contact/school pastoral lead/attendance lead) Provide relevant email addresses/telephone numbers and name/role of key contact</p>	
<p>Procedures for non-attendance If the young person has not arrived by (insert time), the following will take place (this list is to be adapted by the school/commissioner): School/commissioner informed as per the agreement above Telephone call to the young person's parent/carer Telephone call to the relevant professional (provide detail as necessary. For example, it would not necessarily be essential to inform an EHCP Coordinator, but if the young person is at risk, then the social worker/FSP/YOT worker may need informing) If the young person's whereabouts are not known – indicate agreed safeguarding procedures here</p>	
School Designated Safeguarding Lead name	
School Designated Safeguarding Lead email	
School Designated Safeguarding Lead telephone	
<p>Agreed process for the recording and informing of a safeguarding concern This checklist is to be adapted by the school/commissioner according to its own safeguarding policy and processes: Has the school shared its own preferred safeguarding record form? Has a minimum timeline been agreed? (e.g., within 30 minutes etc.) Has the AP setting shared a copy of its safeguarding record form? Sample forms and templates can be sourced at Safeguarding forms and templates - Schools (norfolk.gov.uk) Is there any safeguarding information that the AP setting needs to know in advance of a placement? Has a Risk Assessment been completed? Method of communication – detail how concerns will be shared and with whom (e.g., DSL contact, as above, via email using the school's safeguarding template/access to shared drive etc.) How will the AP setting log the concern? Who will follow this up? When? How?</p>	
<p>General Has the school checked the AP setting's own safeguarding policy?</p>	

Has the school/commissioner checked that the young person will not be mixing with post-16 students/adults who are not staff, while at the setting? Will any of the provision take place off-site? Will this require an additional risk assessment or consent form?	
Photo consent Is photo consent required? Does the school or AP setting have consent to share photographs of this young person on social media/on their website/in the press? Will additional consent be checked if needed (e.g., for a special event)?	

AIMS AND OUTCOMES

KEY OBJECTIVE 1	e.g. Arriving on time
KEY OBJECTIVE 2	e.g. Developing confidence in performing
KEY OBJECTIVE 3	e.g. Starting the Arts Award
If these objectives are linked to PEP targets and/or EHCP outcomes, please list here	
How do the objectives meet the curriculum provision of this young person? If relevant, please provide any current levels in core subjects	
If the aims are social/emotional, will any baseline tests be completed at the beginning and then during/at the end of the placement to demonstrate progress?	
How will the AP setting communicate progress? (format/regularity) To whom?	
If progress is not evident, what steps will be taken?	
How will all parties ensure that progress is shared with other relevant professionals (EHCP Co/LAC Adviser etc.)?	
Does the setting have a shared drive which the school contact can access to view progress?	
Will the young person be working towards any qualifications? If so, provide detail, with expected levels and completion timeframes	
Agree dates and times when the school/commissioner can visit the young person in the setting. (see 06 Alternative Provision Progress Visit record)	
Agree that the school/commissioner may carry out unplanned visits to the young person in the setting	
If in KS4 (Y10-11), how will this placement contribute to post-16 planning for this young person?	
Who is the careers lead at school? Are they aware of this placement?	
Will any careers advice be provided during this placement?	
Will the placement involve any work experience?	
How will progress during work experience be recorded? How will this be shared?	

Will the setting facilitate any college visits? How and when?	
--	--

SEND/LAC/Health/YOT information

<p>Core information</p> <p>What are the key needs for this young person?</p> <p>List the key needs here Does the young person require additional adult support? Will this be provided by the school? (e.g., TA) If so, what are their contact details? List the basics of what AP staff need to know (this can be expanded in detail if required)</p>	
<p>EHCP/PEP/ILP/BSP targets</p> <p>List any relevant targets from the pupil's EHCP, PEP, Individual Learning Plan or Behaviour Support Plan If relevant, list key targets related to mental health and/or Social, Emotional and Mental Health [SEMH] issues How will this placement support the pupil to achieve these targets? Will AP colleagues be invited to reviews as appropriate? If so, please provide dates and times if known</p>	
<p>English as an additional language</p> <p>If the pupil speaks a language other than English as their first language, which languages are spoken at home? Will the pupil require any additional support? How will this be provided?</p>	
<p>Health</p> <p>Does this young person have an Individual Healthcare Plan? Supporting pupils with medical conditions at school - GOV.UK (www.gov.uk) Is there any other relevant health information? Does the young person have an inhaler/EpiPen/other health equipment? Does the young person take any medication during the day? Does this require secure storage? If so – it must be provided to the setting in the original box with dosage instructions (not a cut out blister pack) Does the young person have any access requirements?</p>	
<p>GP contact details</p> <p>Please provide the name of the pupil's GP, surgery address and telephone number</p>	
<p>Youth Justice</p> <p>If the young person has a Youth justice worker, please add their contact details here. Have they been notified of this placement? Have you checked in with the Youth justice worker to ensure that the setting is advisable on a given day (e.g., to avoid mixing with known associates if inappropriate)?</p>	

BEHAVIOUR

<p>Expectations</p> <p>Has the 04 Learner Code of Conduct been completed? Summarise here the expected behaviour from the young person, e.g. XX will arrive on time XX will not smoke on site XX will complete all work to the best of their ability XX will follow instructions etc.</p>	
<p>Policy</p> <p>Has the school checked the Behaviour policy/expectations of the setting? If the pupil attends more than 1 AP setting, are the expectations different? What are the potential consequences of this? What is the setting's policy around smoking? What is the policy on leaving the AP site? Has the AP setting shared its use of sanctions with the commissioner (if relevant)? How often (and to whom) will the AP setting report back to the school on the pupil's behaviour? Has the school shared its behaviour system with the AP setting and is it possible for the setting to contribute to this (e.g., issuing a 'positive' point). Provide detail of how this will be communicated. Is there a rewards policy? Has this been shared? Will the pupil be able to transfer rewards between AP and school (so that they are not disadvantaged by not being at school for 1-2 days per week)?</p>	

<p>Have all policies been effectively shared and agreed with the pupil? If so – by whom and when? Does the AP setting have a policy on physical intervention? If so, who is trained and is that up to date? If the child may need to be restrained, who from school will support?</p>	
<p>Suspension and exclusion Has a discussion taken place, and agreement reached, on what would happen if the young person received a suspension from school? E.g., will this impact on the AP setting? Will the suspension take place on the same day as the young person would usually attend the AP? If so – how can this time be made up etc. Would there be circumstances in which a day spent at the AP could be in lieu of a suspension? E.g., to reflect upon behaviour and complete work in a different environment. If so, are there any cost/transport/lunch/consent implications etc.?</p>	

EQUIPMENT/USE OF MACHINERY/TOOLS

<p>Equipment Provide detail of what will be required ahead of the placement/what the AP setting will provide/if funding is required etc. (e.g., hard hats, appropriate footwear etc.) Are there any specific clothing requirements? Does hair need to be tied back? Is jewellery permitted? Does the AP setting maintain logs to evidence that young people have received appropriate training?</p>	
<p>Use of machinery, tools and/or digital equipment Has an appropriate risk assessment with regard to the use of tools, machinery and/or digital equipment been agreed? What is the induction process? What will be the staffing ratios at the setting?</p>	
<p>Animals If relevant, how will the young person receive appropriate induction in handling/assisting with animals? Is any appropriate clothing required? Are there any health risks associated with contact with animals (e.g., allergies)?</p>	

PRACTICALITIES

<p>Transport How will the young person travel to and from the AP setting If by taxi, what are the key contact details for the taxi company? If via another adult not named above – provide contact details If transport is not available on a given day, what steps will be taken?</p>	
<p>Lunch/snacks Are snacks/lunch provided? If the young person receives Free School Meals, how will the school ensure that lunch is provided? (e.g., if a packed lunch is provided at school, but the young person is travelling direct from home) Does the young person have any food allergies/dietary requirements? Is there a setting policy (e.g., no nuts on site etc.)? Is there a tuck shop and/or vending machine on site? What is provided? Will the young person require cash? Is drinking water provided on site?</p>	
<p>Other as appropriate</p>	

RISK ASSESSMENT

Pupil name	
School	
AP setting	

This risk assessment is used to develop an understanding of the pupil's needs and how to best address them within the placement. The risk assessment will be assessed and reviewed at regular intervals, including after an incident has occurred, to see if risks have become less or more prevalent. Any changes will be communicated to parent carers and school/commissioner.

Rows can be added, expanded or deleted. The suggested scores are for guidance only. Higher scores represent higher risk.

Risk Factor	Always	Often	Sometimes	Rarely	Never	Notes
Risk of absconding	5	4	3	2	1	
Danger to self	5	4	3	2	1	
Evidence of self-harm	5	4	3	2	1	
Ability to work independently	1	2	3	4	5	
Ability to work in a team	1	2	3	4	5	
Ability to work with tools and machinery if required	1	2	3	4	5	
Ability to follow instructions	1	2	3	4	5	
Requires 1:1 adult supervision	5	4	3	2	1	
Attends regularly	1	2	3	4	5	
Ability to travel safely (e.g., in a minibus)	1	2	3	4	5	
Has a good concept of E-safety	1	2	3	4	5	
Risk of substance abuse (including alcohol/drugs)	5	4	3	2	1	

Risk Factor	Always	Often	Sometimes	Rarely	Never	Notes
Risk of smoking	5	4	3	2	1	
Risk of aggression towards adults	5	4	3	2	1	
Risk of aggression towards peers	5	4	3	2	1	
Risk of carrying weapons	5	4	3	2	1	
Risk of bullying other young people	5	4	3	2	1	
Displays inappropriate sexual behaviour	5	4	3	2	1	
Any other relevant risks not mentioned above						

Signatures⁴

We, the named persons below certify that we are authorised to refer the pupil named and accept the terms of business as agreed with the referring agency/school.

We confirm that all details are current, correct and that all relevant information has been shared.

We also agree to inform relevant parties (named below) of any changes in circumstance/support needs in writing/via email.

Signatory	Signature	Date
Parent/carer		
Pupil		
School referrer		
AP contact/lead		
Other professional (name/role)		

A completed copy of this form will be forwarded to:

- Parent/carer
- Pupil

- School contact
- AP contact
- EHCP Co
- Virtual School for Children in Care Adviser
- Youth justice Key worker
- NHS professional
- Other relevant professional

15. Appendix 3 - 03 Pre-placement baseline (pupil)

If the Alternative Provision placement has an aim related to social and emotional or mental health, it may be appropriate to conduct a pre-placement questionnaire with the young person. This can be revisited once every half term (for example) and progress measured.

Schools may have their own pre-existing templates, and/or systems such as [Boxall Profile Online](#) or [the THRIVE approach](#) which are already in use in school.

Alternative templates (for a range of ages and stages) can be accessed via the sites listed below.

- [The Strengths and Difficulties Questionnaire](#)
 - The website provides easily downloadable questionnaires and scoring systems for use with school-age young people.
- [The Warwick-Edinburgh Mental Wellbeing Scale \(WEMWBS\)](#)
 - Schools may register (without cost) to use this well-being scale questionnaire.
- [Assessment: Wishes & Feelings Archives - Free Social Work Tools and Resources: SocialWorkersToolbox.com](#)
 - This website provides a variety of tools (questionnaires, feelings faces, feelings charts etc.) which are downloadable without charge.
- [Cafcass resources for professionals](#)
 - This website provides resources such as a wishes and feelings pack, which can be used freely by schools.

16. Appendix 4 - 04 Learner Code of Conduct agreement

This Code of Conduct is an agreement between the parties listed below. It can be adapted to suit the setting's existing behaviour policy.

Pupil name	
Date of birth	
School	
Year group	
School/commissioner contact name	
School/commissioner contact email	
School/commissioner contact telephone	
School/commissioner contact role	
Parent/carer(s) name	
Parent/carer(s) email	
Parent/carer(s) telephone	
AP lead name	
AP lead email	
AP lead telephone	

Key Expectations

Please take time to read the expectations and code of conduct for attending our alternative provision [AP]. Many of the rules/expectations mirror those of mainstream and/or specialist schools. Learners are still expected to be able to maintain an appropriate level of behaviour and respect the boundaries that are in place.

Whilst at my AP I agree to/have been told about the following
If I cannot attend for any reason, I will inform the AP by the agreed time. I will arrive on time and ready to learn I will be respectful of all others and property I will do my best in all sessions I will wear appropriate clothing for the setting, in line with non-school uniform days. (No slogans, offensive or revealing clothing) If I require medication, I will hand it in upon arrival. My parent or carer will call in to discuss requirements I understand I may need special equipment or have to wear special clothing and agree to use or wear what is asked of me If I have an accident, I will inform my teacher/instructor straight away I have been told what to expect if there is a fire alarm and been shown where to go I understand I cannot leave site during the session/without supervision I understand that my mobile phone/smart watch needs to be in my bag away during the day I understand that school and AP sites are non-smoking and agree to adhere to the smoking, vaping, drug and alcohol rules I understand that breaching any of the above will lead to my parents/carers being called and consequences being put in place after discussion with my school

By reading and signing this contract you are agreeing to adhering the rules of the designated alternative provider. If you would like anything explained in further detail now or over the course of your placement, please ask any of the named keyworkers above.

Signatures

We, the named persons below certify that we are authorised to refer the young person named and accept the terms of business as agreed with the referring agency/school.

We confirm that all details are current, correct and that all relevant information has been shared.

We also agree to inform relevant parties (named below) of any changes in circumstance/support needs in writing/via email.

Signatory	Signature	Date
Parent/carer		
Young person		
School referrer		
AP contact/lead		
Other professional (name/role)		

A completed copy of this form will be forwarded to (delete as applicable):

- Parent/carer
- Pupil
- School contact
- AP contact
- EHCP Co
- Virtual School for Children in Care Adviser
- Youth justice Key worker
- NHS professional
- Other relevant professional

17. Appendix 5 - 05 Progress visit to Alternative Provision (AP)

Note that the "06 Mid or End of placement evaluation form" can be completed during a progress visit (this may then replace some sections below).

With the agreement of the provider and pupil photographs may be taken of work completed to evidence progress in EHCP/LAC reviews/PEPs, for example.

Core information

Name of pupil	
Date of birth	
Name of AP	
Date and time of visit	
Visit completed by (name and role)	
Most recent risk assessment seen	
School risk assessment updated	
Copy received	

Visit procedures

Was this visit planned or unannounced?	
On arrival, was your identity checked?	
On arrival, were you provided with any safeguarding information?	
On arrival, were you provided with any fire evacuation information?	
On arrival, were you signed in effectively?	
Was the site safe or were you able to gain access without appropriate challenge?	
Was it easy to identify staff (e.g., uniforms/lanyards)?	
Were the young people on site being effectively supported?	
Is the learner's risk assessment being followed?	
Does the current risk assessment meet need?	
Is the AP setting communicating well with the school/commissioner on attendance?	

Is the AP setting communicating well with the school/commissioner on engagement?	
Is the AP setting communicating well with the school/commissioner on progress?	
Is the AP setting communicating well with the school/commissioner on behaviour?	
<p>General comments</p> <p><i>Provide detail if any of the answers above are 'no'.</i></p> <p>Add any other relevant comments/notes following your visit, e.g., safety on site, anything you saw which was done well, anything of concern; did you see any post-16 mixing with school-age pupils? Did you witness any inappropriate behaviour? Was the quality of instruction of a high standard? Was the atmosphere calm and purposeful? etc. (Cell can be expanded)</p>	

Placement Objectives

Original objective	Progress to date
1.	
2.	
3.	
<p>Young person's views on the placement</p> <p>Have you been enjoying the placement? What have you been learning? How has this helped you? What impact has it had on your time in school? What is the most useful thing about this placement? What support do you get here? If you weren't happy here, do you know who to speak to?</p>	
<p>Parent/carer views on the placement</p> <p>Is your child enjoying the placement? Have you noticed any changes in your child since starting the placement? Is attending the placement having a positive impact on your child when they are at school?</p>	
<p>Provider's view on the placement</p> <p>Does the young person appear to be enjoying the placement? Does the young person fully engage with all activities whilst here? Has there been any change in the behaviour of the young person since attending? How do you manage any behaviour concerns?</p>	
Identified actions:	

E.g., Do any of the objectives need revising or changing? Does the risk assessment need updating? Should the placement continue? Should the placement be extended?	
--	--

Signatures⁵

We, the named persons below certify that we are authorised to refer the young person named and accept the terms of business as agreed with the referring agency/school.

We confirm that all details are current, correct and that all relevant information has been shared.

We also agree to inform relevant parties (named below) of any changes in circumstance/support needs in writing/via email.

Signatory	Signature	Date
Parent/carer		
Young person		
School referrer		
AP contact/lead		
Other professional (name/role)		

A completed copy of this form will be forwarded to:

- Parent/carer
- Young person
- School contact
- AP contact
- EHCP Co
- Virtual School for Children in Care Adviser
- Youth Justice Key worker
- NHS professional
- Other relevant professional

18. Appendix 6 - 06 Mid or End of Placement Evaluation

This evaluation can be completed remotely, or during a progress visit (see "05 Alternative Provision Progress Visit").

Core information

Pupil Name	
Date of birth	
School/commissioner	
School/commissioner (name/role)	
AP lead completing this form (name/role)	
Date of visit and/or evaluation	
Dates of placement	
Course(s) completed	

Placement objectives

1
2
3

Young person's evaluation

<i>If completed mid-placement, scores can be calculated and compared over time</i>	Strongly agree 5	Agree 4	Agree and disagree 3	Disagree 2	Strongly disagree 1
1. The adults at the AP are/were very skilled in what they are/were teaching/ delivering.					
2. I receive(d) enough support whilst at the setting					
3. I always feel/felt safe whilst at the setting					
4. I know/knew who I can/could talk to if needed					
5. I understand/understood how the sessions are/were helping me to progress in the future					
6. I am more confident as a result of this placement					

7. I am coping better at school as a result of this placement					
8. I receive(d) enough support whilst at the setting					
9. I always feel/felt safe whilst at the setting					
10. I know/knew who I can/could talk to if needed					
11. I understand/understood how the sessions are/were helping me to progress in the future					
12. I am more confident as a result of this placement					
13. I am coping better at school as a result of this placement					

Total score	
Has the score changed since any previous evaluation?	
General comments What are you enjoying/did you enjoy most? Is there anything you would like to see changed? How do you feel attending an AP has helped you? (Cell can be expanded)	
Signed/Date	

Parent/carer evaluation

<i>If completed mid-placement, scores can be calculated and compared over time</i>	Strongly agree 5	Agree 4	Agree and disagree 3	Disagree 2	Strongly disagree 1
1. I understand/understood why my young person was referred to an AP					
2. I felt included as part of the referral process					
3. I have received good communication throughout the AP placement					
4. The AP provides/provided a safe and friendly learning environment					
5. The AP is helping/has helped my young person to progress through education					

Total score	
--------------------	--

Has the score changed since any previous evaluation?	
General comments Add more information on the scoring above including achievements made and any potential areas of on-going concern. (Cell can be expanded)	
Signed/Date	

Alternative Provider report

<i>If completed mid-placement, scores can be calculated and compared over time</i>	Strongly agree 5	Agree 4	Agree and disagree 3	Disagree 2	Strongly disagree 1
1. The initial objectives are being/have been achieved (provide detail below)					
2. The learner is attending/has attended well					
3. The learner is engaging/has engaged well					
4. The learner is making/has made academic progress (provide detail below)					
5. The learner is making/has made good progress in vocational courses					
6. The learner is making/has made SEMH progress					

Total score	
Has the score changed since any previous evaluation?	
General comments E.g. attendance data, achievements that have been made, objectives met and any potential areas of on-going concern, need for risk assessments to be reviewed etc. (Cell can be expanded)	
Signed/Date	

School/commissioner comment

<i>If completed mid-placement, scores can be calculated and compared over time</i>	Strongly agree 5	Agree 4	Agree and disagree 3	Disagree 2	Strongly disagree 1
1. The rationale for sending the learner to AP are being/have been achieved					
2. The learner is coping/has coped better at school since attending.					

3. Attendance at school is improving/has improved since the placement started					
4. Engagement at school is improving/has improved since the placement started					
5. The learner's behaviour at school is improving/has improved since the placement started					
6. Communication has been clear between the school and the AP					
7. The AP placement has supported the learner's next steps					

Total score	
Has the score changed since any previous evaluation?	
General comments E.g., Do objectives need reviewing? Is an extension/cessation required? Does the learner require any additional support? (Cell can be expanded)	
Signed/Date	

Agreed actions as a result of this evaluation:

Once complete, forward copies of this evaluation to all relevant parties.

19. Appendix 7 - 07 Unregulated alternative provision safer recruitment

As per [Keeping children safe in education - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

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

169. 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. Schools should obtain written information from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at their establishment (i.e. those checks that schools would otherwise perform on their own staff). This includes written confirmation that the alternative provider will inform the commissioning school of any arrangements that may put the child at risk (i.e. staff changes), so that the commissioning school can ensure itself that appropriate safeguarding checks have been carried out on new staff.

Therefore *Marshland High School* is obliged to obtain written confirmation of the following (according to Part 3 of [Keeping children safe in education - GOV.UK \(www.gov.uk\)](http://www.gov.uk))

Prior to any placement being agreed, the following must be completed by the AP centre lead or proprietor, signed and returned to the school. Failure to complete this form may result in placements being paused or ceased and funding withdrawn.

Name of provision	
Address of provision	
Proprietor/centre lead name/role	
Proprietor/centre lead contact telephone and email	
Name and role(s) of colleagues who are safer recruitment trained	
Date of safer recruitment training	

I, the undersigned, confirm that in respect of **all employees and volunteers** at the above named unregulated alternative provision, the following checks and procedures are in place and affirm that all staff are suitable to work with children. I understand that the school may request sight of relevant documents during a pre or mid-placement visit.

Staff files are in place and contain evidence of:

1. **Application form** containing
 - personal details (current and former names, current address and national insurance number)
 - details of their present (or last) employment and reason for leaving
 - full employment history
 - qualifications
 - details of at least 2 referees
 - a statement of personal qualities and experience
 - a self-declaration of any criminal record or information which may make them unsuitable to work with children
2. Evidence of right to work in the UK
3. Photocopies of 2 identity checks (with a photograph)
4. At least 2 references, including 1 from the applicant's current or most recent employer
5. A risk assessment if required
6. Copies of interview notes which determine the applicant's suitability to work with children
7. Photocopies of qualifications

A Staff tracker or single central record which includes:

- Name and address of employee/volunteer
- Date employment started
- Date identity checks carried out and by whom
- Date DBS checked and by whom
- Risk assessment in place yes/no
- Right to work in the UK checks – when and by whom
- Qualifications check – when and by whom
- Prohibition order checks- when and by whom (for those in 'teaching activity')

Signed	
Date	
Received by school (name/date)	

20. Appendix 8 – 08 Alternative Education Provision Checklist

Provider Details

Name/Full contact details of Provider:	
Company / charity registration number (if applicable):	
Provider's registration status (should the provider be registered?)	

Provision Specification

What type of Provision is being provided e.g. Online Learning,	
What is the aim of the Provision being provided?	
Where will the Provision be provided?	
Does the Provider have its own written policies and procedures which are effective in providing its services?	
Will the Provider be expected to attend any meetings as a result of this contract? If so, which meetings and how often?	
Will the Provider be expected to produce any reports? If so, what, who to and how often?	

Performance Monitoring

The Alternative Education Provider may be expected to deliver the service through a variety of activities, in which case the table below should be copied and completed for each activity when performance monitoring.

Activity 1

How will the provision be delivered (what is the activity)?	
How will the performance of this activity be measured?	
How regularly will this activity be measured?	
Who will measure this performance?	

Service Satisfaction

Good practice would be to involve students in gathering provision satisfaction feedback

Will the Provider gather and report on student satisfaction/feedback on its services.	
How will it do this?	
How will they use this information?	

Funding Arrangements

How much does the Provision cost in total?	
How will this be paid e.g. quarterly for 12 months?	
Will it require an invoice from the Provider?	

Safeguarding

	Yes	No	N/A
Does the Provider agree to comply with all appropriate legislation including Health & Safety?			
Will the Provider ensure all appropriate DBS and/or other safeguarding checks are carried out?			
Will the Provider pay for the DBS and/or other security checks?			
Does the Provider hold a suitable level of professional liability insurance and employers' liability insurance?			
Does the Provider's staff hold the current and appropriate qualifications to deliver their respective services?			
Will the Provider ensure staff have up to date safeguarding training?			
Does the Provider have the necessary clinical supervision arrangements in place?			
Are all employees kept abreast of changes in legislation that relate to their jobs?			
Do the provider and all staff know how to log concerns? Please provide brief details:			

What child protection and/or safeguarding training do staff receive?	
How will student safeguarding concerns be communicated to the school?	
How does the provider consider the personal development and wellbeing of the learners in their care?	
Due to the nature of the service, is there a need for supervision arrangements to be in place?	
How are safeguarding concerns reported to the relevant school staff?	

Staffing

	Yes	No	N/A
Does the Provider have the necessary staffing levels to deliver the service?			
Does the Provider have clear written recruitment and selection procedures with relevant job description and person specifications for the service?			
Will the Provider be responsible for providing and funding their staff with the necessary knowledge and qualifications for example through training?			
Is there a performance management framework for staff e.g. annual appraisal process and monitored attendance at Continuous Professional Development events?			
Does the Provider have an equal opportunities policy?			

21. Appendix 9 – 09 Child Specific Risk Assessment

Name	
DOB	
Date of Assessment	

Harm	Opinion / Known (O/K)	Conscious / Sub- conscious (C/S)	Seriousness of Harm A 1 / 2/ 3/ 4	Probability of Harm B 1/ 2/ 3/ 4	Severity Risk Score A X B
Harm to Self					
Harm to Peers					
Harm to Staff					
Damage to Property					
Harm from Disruption					
Harm from Absconding					
Other Harm					

Seriousness	
4	Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring counseling or critical property damage
3	Foreseeable outcome is hospitalisation, significant distress, extensive damage
2	Foreseeable outcome is harm requiring first aid, distress or minor damage
1	Foreseeable outcome is upset or disruption

Probability	
4	The Risk of Harm is persistent and constant
3	The 'Risk of Harm' is more likely than not to occur again
2	The 'Risk of Harm' has occurred within the last 12 months, the context has changed to make a reoccurrence unlikely
1	There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain

Risks which score 6 or more (probability x seriousness) should have strategies identified

Individual student concerns and measures put in place

Areas discussed/concerns	Controls agreed	Action by whom	Action by when	Action notes
Phased return				
Breaktime				
Lunchtime				
Classroom				
General				

Student name and signature:		Date:	
SLT name and signature:		Date:	
Assessment date:		Review date:	

22. Appendix 10 - 10 Individual Alternative Education Plan (IAEP) and Review Plan

To be completed at a meeting with parents/carers and student when a student is placed on an Alternative Education Provision programme – added to the Schools AEP Register and a copy sent to the Local Authority to be added onto the County AEP Register.

Student Details			
Name:		D.O.B	
Address:			
Name of Parent/Carer			
Parental responsibility (if not parent above):			
School:	Marshland High School	Year Group:	
Member of school staff overseeing this plan:			
Other Professionals involved:			
Current and previous status: (Please tick as appropriate)	Current	Previous	
EHA			
PSP			
LAC			
FSM			
CIN/CP			
Details of reason for AP Provision:			
Alternative Provision Details			
Total hours per week:			
Outline the plan to build up to 25 hours with timescale:			
Total number of hours on school site in internal alternative provision:			
Total number of hours off site in external alternative provision:			
Details of External Provider:			
Quality assurance details undertaken by the school:			
Has this Provider been quality assured by the Local Authority:	Yes No (Please circle) If yes, what stage of quality assurance has been undertaken? Stage 1 Stage 2 Stage 3 Stage 4 (Please circle.)		
Desired outcomes for this plan:			
(Please circle)			

Reduced risk of exclusion	Increased attendance	Reintegration to mainstream	Improved learning	
Reduced risk of becoming NEET	Improved outcomes			
Targets				
1.				
2.				
3.				
Timetable – attached				
Subject Details				
Subject	Qualification working towards	Current level	Predicted grade	Provider (School or AP Provider)
Support Required:				
Who will provide pastoral support from school?				
Who will provide pastoral support from provider?				
Who will be the main contact in school for the provider and parents/carer?				
Who will be the main contact from the provider for school and parents/carer?				
Additional support required?				
Transport Arrangements:				
Arrangements for FSM (if student is eligible)				
YR11 REQUEST FOR STA support				
If the student is in Y11 s/he may benefit from additional support from the District Team's Senior Transitions Adviser, who with specialist career knowledge, can assist with Post-16 EET plans for next year				
If you would like to be considered for this support, please tick this box and ensure that a copy of the IAEP is sent to the relevant District Early Help Team				
Review of plan details				
Estimated duration of plan?				
Review date of plan – (date to be set at this initial meeting and should be no longer than six weeks' time.)				

Outline the plans for recording and feeding back daily attendance?	
Outline the plan for providing feedback regarding behavior, progress, achievements etc (To be provided weekly, by written report, verbally, at the review meeting?)	
Who should attend the review meeting?	
<div style="border: 1px solid black; padding: 5px; margin: 5px 0;">Targets for next review period -</div>	
<p>This IAEP has been drawn up to define the Alternative Education programme agreed at a meeting attended by the parent/carer, the student, the designated representative of the school and where appropriate, the Provider. A copy of the plan has been provided for the parent/carer and a copy will be retained to inform IAEP review and quality assurance processes.</p> <p>Details of the updated IAEP will be recorded on the schools and the Local Authorities County AEP Register.</p>	
Students/Parents Carers views/comments	
Students views/comments on the proposed IAEP: (To be reviewed at the next meeting)	
Parents/Carers views/comments on the proposed IAEP: (To be reviewed at the next meeting)	
Students signature: Copy of this plan provided	Date
Parent/Carers signature: Copy of this plan provided	Date
Signature on behalf of the school:	Date
Signature of Provider if present:	Date

Supportive Interventions

In School	Outside Agencies
Meeting with parents	Family worker
Pupil support plan (PSP)	Young person worker
EHA Referral	Youth offending
Risk Assessment	Education inclusion officer
CCE Assessment	CAMHS
Safety Plan	Educational Psychologist
Medical Plan	CHUMS
Referral for parenting course	CASUS

Report		GP	
Mentor		Consultant	
Key worker		Kite Trust	
TA in lessons		Matthew Project	
Behaviour contract		Other (Please specify):	
Time out card			
Target / Reward			
Dropped option			
Amended start / finish times			
Strategies emailed to teachers			
Other (please specify):			

23. Appendix 11 – 11 Personalised Plan and Timetable

Personalised Plan and Timetable for Child on Alternative Placement							
CYP Name:				School:			
Year Group		DOB		EAL:	SEND		FSM/PP
Leader responsible for oversight:							
<i>Related documents</i>	<i>Pre-visit record</i>	<i>Baseline assessment</i>	<i>Initial visit Records</i>	<i>Mid Placement visit</i>	<i>Safeguard Policy</i>	<i>Letter of assurance</i>	<i>Other QA/docs Behaviour, safer recruitment, SEND, H+S</i>
<i>Seen by Leader</i>							
<i>Uploaded to provision map</i>							

Plan Objectives
Add info – e.g. provide support for mental health, social engagement, reintegrate into mainstream

Roles and Responsibilities for school staff	
Add names	
Oversight Leader: To have strategic oversight for completion of checks, liaise with family/LA /teacher/DSL	
Teacher: To monitor daily attendance and report to Leader, make half termly checks, check curriculum provided meets needs and exam pathway	
Safeguard Lead:	

To monitor safeguard assurances, polices, site safety, to visit site with TCH/DSL	
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Half termly timetables

School time

Date	Monday	Tuesday	Wednesday	Thursday	Friday	Time in Education (hours)
Example Week 1 24/2/25	0900 – 1100 Willow Tree 1.00-3.00pm Home School	0900 – 1130 Willow Tree 1.00-3.00pm Home School	0900 – 1230 Willow Tree 1.00-3.00pm Home School	0900 – 1300	0900-1400	
Full time						

Half Termly Review	
Attendance	
Teacher Views	
Pupil Views	
Parent Views	
Next Steps	

Half Termly Review	
Attendance	
Teacher Views	
Pupil Views	
Parent Views	
Next Steps	

Guidance for WNAT Schools (extracts from DFE Arranging Alternative Provision February 2025)

Arranging a placement

- As soon as a suitable placement is identified, the commissioner (LA or School) and alternative provision setting should agree the nature of the intervention, its objectives, reintegration and the timeline to achieve these objectives.
- The provider should set this out in a personalised plan for the child.
- Regular review dates (at least half-termly) between the commissioner and the provider should be built in to monitor the child's progress against objectives and to consider any changes that may be necessary to ensure the placement is successful. The provider should be responsible for advising commissioners on any necessary changes and next steps to support transitions.
- A joint plan between the provider and home school should be put in place outlining the support package and resources needed from both the placement and the home or new school to help the child to reintegrate back into mainstream schooling successfully.
- All objectives and plans should be agreed with all relevant stakeholders, including the parents and child, where appropriate. Objectives, plans, roles and responsibilities should be set out in writing by the provider and regularly reviewed with all

Full-time and part-time education

- Local authorities must arrange suitable full-time education for children of compulsory school age who would not receive suitable education without such provision. This applies whether the child is on the admission register of a school or not and whatever type of school they attend.
- Full and part-time education should still aim to achieve good academic attainment particularly in English and maths.
- Any part-time education should be reviewed regularly, with the aim of eventually increasing the number of hours up to full-time as soon as the child's health allows.
- Where an intervention is part-time or temporary, to help minimise disruption to a child's education, it should complement and align with the child's current curriculum, timetable and qualification route. Where a child is on a part-time timetable in alternative provision, the commissioner of the placement and the provider should ensure there is a clearly defined plan and timeline in place for when and how the child will return to full-time education. All plans should be reviewed regularly.

Oversight of placements

- Responsibility for the oversight of the alternative provision used always rests with the local authority or school that commissioned the placement. Schools should always inform the local authority when they commission a placement in alternative provision for a child to ensure the local authority maintains oversight of sufficiency and safeguarding. Commissioners should maintain regular contact with the provider and child, with clear procedures in place to exchange information, monitor progress and provide pastoral support
- A child should not be removed from the home school's admission register, with the school making every effort to ensure that the child continues to feel that they belong and are part of the school.
- Commissioning schools and local authorities should maintain a full record of all placements they make, including a child's progress, achievements and destination following the placement. This should also include the child's own assessment of their placement.
- Where a child has been directed off-site to an alternative provision school, the child should always be dual registered from the beginning of the first day on which the school has directed the pupil to attend the provision. For the purpose of the school census a child should be dual main registered at their school and dual subsidiary registered at the alternative provision.

Safeguarding

- Where a child is placed in alternative provision, the commissioning school or local authority continues to retain safeguarding duties towards the child and should therefore be satisfied that the provision is in a safe environment as well as meeting the child's pastoral and educational needs.
- Commissioners should obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that schools would otherwise perform in respect of their own staff. This includes written confirmation that the alternative provision provider will inform the commissioner of any changes to arrangements that may put the child at risk, e.g. staff changes, so that the commissioner can assure itself that appropriate safeguarding checks have been carried out on new staff.
- When a child is attending an alternative provision school, the commissioner should ensure that they have arrangements in place whereby all absence is followed up promptly, particularly unexpected and unexplained absence.
- When a child is placed in a college or unregistered alternative provision setting, the commissioner should also ensure that they have arrangements in place whereby the provider of the educational activity notifies them of any absences by the child.
- The commissioner should always know where the child is during school hours. This includes having records of the actual address of the commissioned alternative provider and any subcontracted provision or satellite sites the child may attend.
- Commissioners should regularly review placements they make in alternative provision. Reviews should be frequent enough (at least half-terminally) to assure that the provision is achieving its objectives, that the child is regularly attending and that the placement continues to be safe and meets the child's needs.
- Where safeguarding concerns arise, the placement should be immediately reviewed and terminated if necessary, unless or until those concerns have been satisfactorily addressed.

Education

- The provision must be suitable to the child's age, ability and aptitude, and any SEN they have.
- Provision should also support the child to overcome their individual barriers to attainment and achievement, giving equal consideration to their pastoral needs, and enabling them to thrive and prosper in the education system.
- Provision should address a child's physical or mental health needs as well as personal, social and emotional needs, alongside their educational needs. For example, ensuring that the child feels like they belong to their home school community, and are able to stay in contact with classmates, and where reasonably practicable have access to the same opportunities enjoyed by their peers.
- The education offered by alternative provision settings should be of a good quality, delivered by high quality qualified staff who have undertaken suitable training, and have relevant experience and safeguarding checks
- Children should also be involved in decisions about their education from the outset, to the extent that their age, additional needs and health allow. This will help ensure that the child understands the reasons and intended outcome for the placement and will encourage their commitment and engagement.
- Children should be given the opportunity to take appropriate and relevant qualifications. This would help prevent them from falling behind their peers and ensure that they are able to access their chosen post-16 destination.
- As part of a broader curriculum there should be strong focus on English and mathematics skills and qualifications
- Alternate providers must provide a free school meal to those eligible, commissioning schools may be charged

Remote education

- Attendance is essential for children to get the most out of their school experience, including for their attainment, wellbeing, and wider life chances.
- Remote education should not be viewed as an equal alternative to attending school. For this reason, we expect schools to consider it only as a last resort when the alternative would be no education, and only after it has been established that the child is, or will be, absent from school.
- In such cases, remote education can have the benefit of allowing absent children to keep on track with their education and stay connected to their teachers and peers in some cases. For some children with health needs that mean they cannot attend school, it may be advisable to only use digital learning for a limited period of time.

Unregistered alternative provision

- Local authorities and schools can arrange alternative provision in settings which are not schools or colleges. This is commonly known as unregistered alternative provision because, unlike schools or colleges, this type of provision is not subject to a national registration scheme or inspection framework.
- As with other types of alternative provision, commissioners are responsible for the safety and quality of the provision they use and that the placement is appropriate for the child's needs.
- Commissioners should have regard to this guidance when arranging unregistered alternative provision. To support commissioning practice many areas use quality assurance frameworks, with local authorities, schools and providers working collaboratively to produce approved lists of local unregistered alternative provision.
- Approved providers are measured against clear, locally defined standards, including where registration may be necessary, safeguarding, health and safety, quality of accommodation, quality of education etc.