

# Alternative Provision Policy

Next to be reviewed September 2027

## CONTACT US

 01924 251 605

 @ketthighschool

 [www.kettlethorpehigh.co.uk](http://www.kettlethorpehigh.co.uk)

## Contents

Introduction .....	3
Links with other School policies.....	3
Guidance on Commissioning Alternative Provision Providers .....	3
Guiding Practice Principles: .....	4
Pre-AP.....	4
Moving into AP.....	4
Thriving, achieving and belonging in AP .....	4
Leaving AP .....	5
Roles and Responsibilities.....	5
The Role of the Headteacher .....	5
Children Missing from Alternative Provision/Education .....	6
Attendance.....	6
Quality Assurance Framework.....	6
Quality Assurance Initial Document Framework .....	7
Theme 1: Safeguarding and Wellbeing of Children .....	8
Safer Recruitment and beyond .....	11
Keeping Children Safe in Education .....	13
Staff Training.....	13
Multi-Agency Working .....	16
Theme 2: Health and Safety.....	18
Theme 3: Admissions, Guidance and Support .....	20
Theme 4: Quality of Education .....	22
Theme 5: Outcomes for Children.....	24
Half-termly QA Checklist.....	25
Safeguarding Visit Template .....	25

## Introduction

The purpose of this document is to provide the school with guiding principles and procedures that have adopted to promote a clear and consistent approach to alternative provision (AP).

Alternative Provision is an educational provision for students who are not accessing mainstream education for a variety of reasons. Alternate Provision can be adopted for several reasons:

- The student's abilities are not being developed through the national curriculum. AP recognises that we are all individuals with different strengths and weaknesses and that mainstream education is not for everyone. Requests will be based on individual circumstances and school will be mindful of consistency, fairness and statutory provisions.
- The student has had one or more fixed-term exclusions and is considered to be at risk of permanent exclusion from a school. Alternative provision is a strategy to avoid permanent exclusion for students and to encourage inclusion in education.
- The student has not been attending a school regularly for whatever reason. Alternative provision offers a different setting with a broader choice of subjects for students, which may encourage attendance and reintegrate the student back into mainstream education.

## Links with other School policies

- Safeguarding Policy
- Attendance Policy
- Culture and Behaviour Policy
- Suspensions and Exclusion Policy
- SEND Policy
- First Aid and Medication Policy

## Guidance on Commissioning Alternative Provision Providers

All Alternative Provision should be good quality and registered where 'appropriate'. Paragraph 38 of the statutory guidance on Alternative Provision clarifies the registration requirements to be any provision that provides full-time education to five or more full-time pupils of compulsory school age, or one or more such pupils with an EHCP or a statement of special educational needs or who is "looked after" by the local authority and is not a school maintained by a local authority or a non-maintained special school. Students must not be placed at any AP which breaches the registration requirements.

All AP providers identified to place students must participate in and successfully complete the Wakefield Council Alternative Provision Safeguarding and Quality of Education Assurance Audit formally approved by the DSL, prior to the commencement of the placement.

In the case that the AP is registered under a school, the provider must send satisfactory evidence of safeguarding quality assurances activity undertaken (i.e. Local Authority safeguarding audit) and satisfactory evidence of assessments that oversee how the quality of education is assessed by the host school/school. All supporting evidence must be approved by the Director of Safeguarding prior to the commencement of the placement.

In the case that the AP is via remote learning (i.e. Academy 21), written assurances must be obtained regarding the remote learning providers safeguarding arrangements (this information must be forwarded to the DSL/Senior Leadership Team). There should be clear evidence regarding the assessment of the quality of

education being provided to students. All supporting evidence must be approved by the Director of Safeguarding prior to the commencement of the placement.

## Guiding Practice Principles:

In all cases where a pupil accesses alternative provision, the following principles must be adhered to:

### Pre-AP

1. Early intervention & preventative support– School must follow SEMH pathway and graduated response, ensuring clear evidence of adequate targeted support having been made available to students before referral into AP.	2. Learners referred to off-site alternative provision should be referred on the basis that this provision is more appropriate for them than what their school can provide, with the aim of improving student behaviour and/previous attendance	3. Referral for AP must be approved by the Senior Leadership.
4. Service Level Agreements are in place for all provision and include procedures for ending placements.	5. AP providers must complete and be approved through Wakefield Council AP Quality Assurance Audit Framework.	

### Moving into AP

1. Once committed to off-site alternative provision, learners must attend, and failure to do so should carry the same consequences as non-attendance at school.	2. Details of pre-AP support, pupil needs and safeguarding details provided prior to referral.	3. Consideration of pupil needs to develop suitable AP offer, including blended packages, with pupil and parent/carer voice to be clear part of the process.
4. AP offer needs to be time limited with regular reviews of progress between school, AP, pupil, parent/carer every half-term.	5. Consistent expectations of start times and induction Processes, attendance absence, absconding processes etc. post-referral.	6. Regular monitoring/keeping in touch visits must be conducted by school staff.

### Thriving, achieving and belonging in AP

1. Focus on attendance and improved outcomes for pupils, based on appropriate baselining. Attendance must be monitored closely, and every step should be taken to ensure that accurate attendance data is kept.	2. Evidence-based quality assurance processes, ensuring consistent high standards across all AP settings, through regular school staff monitoring visits.	3. For secondary pupils, high quality careers guidance offered early, supported by an AP catalogue with distinct careers information, advice and guidance provision
5. Progress update report on all pupils at AP to be shared with Senior Leadership	6. Pupils attending an AP will be expected to adhere to a code of conduct as outlined by the individual provider. Students	

	are expected to represent their school positively through their behaviour and attitude and any breach of the School Behaviour Policy or provider's code of conduct could result in termination of the placement.	
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## Leaving AP

1. Clear transition plan in place for pupils, including to post-16 education, not in employment or training (NEET) for Year 11 pupils.	2. Staged reintegration to mainstream school or planned move to specialist provision in consultation with all key stakeholders.	3. Provision of all relevant needs, support and safeguarding information to onward destination as appropriate.
4. If an alternative provision placement is terminated, a meeting will be convened between the school and the family/carer to discuss either a return to the child's named school or to identify a further alternative provider.		

## Roles and Responsibilities

### The Role of the Headteacher

The role of the Headteacher is to ensure that the guiding principles outlined in this document are followed, applied fairly and consistently across the school. The Headteacher will nominate an appropriate member of the Senior Leadership Team to monitor Alternative Provision and provide half-termly reports back to SLT re: pupils accessing Alternative Provision. The Headteacher will allow sufficient time for staff to attend any meetings/panels/quality assurance visits in relation to alternative provision. If the pupil has an EHCP, the Headteacher must ensure that parents/carers, and the LA are notified in writing with information about the proposed placement no later than two school days before the relevant day.

In line with statutory and best practice guidelines the Headteacher is responsible for ensuring that the use of alternative provision is overseen by a member of the Senior Leadership Team who is responsible for:

- Identifying and referring students for whom an alternative provision may be appropriate.
- Ensuring that all AP have participated in and successfully completed the Wakefield Council Alternative Provision Safeguarding and Quality of Education Assurance Audit formally approved by the DSL.
- Ensuring that all pupils have a plan/agreement re; their AP placement, that sets clear expectations re: targets, attendance, behaviour, and expected return to mainstream school, which is communicated to all stakeholders.
- Ensuring that pupils' attendance is monitored, and the school are immediately notified of any attendance, behaviour, safeguarding issues.

- Ensuring that a member of school staff communicates with the pupil/family at the AP regularly re: welfare.
- Ensuring that timescales and responsibilities for reviewing the agreement are clear to professionals, parents/carers and the pupil and occur every half term. Impact/success must be measured against the targets set.
- Keeping a tracker of all pupil's attending AP and providing half-termly reports for the Senior Leadership Team.

## Children Missing from Alternative Provision/Education

The following procedures will be taken in the event of a child going missing during the school day:

- The member of staff who has noticed the missing child will inform the attendance team.
- Available staff will begin a search, both inside and outside school grounds.
- If the child has not been found, the parents/carers will be notified.
- The school/AP will attempt to contact parents/carers using the emergency contacts provided.
- If the school/AP are unable to contact the emergency contacts provided for the child; the police will be called.
- If the missing child has an allocated social worker, is a Child Looked After (CLA) or has Special Educational Needs or Disabilities (SEND), the appropriate personnel will be informed.
- When the child has been located, a designated member of staff will ensure they are safe and well.
- Staff will take the appropriate action to ensure that the child understands they must not leave the premises and sanctions will be issued if deemed necessary.
- Parents/carers and any other agencies will be informed immediately when the child has been located.
- The Headteacher will request a full investigation as to how the incident occurred.
- Appropriate disciplinary procedures are followed in accordance with the school/AP's Behaviour Policy.

Throughout the process, school and Alternative Provision will remain in constant contact.

## Attendance

The Alternative Provision will update the school with regards to attendance daily.

If a pupil is absent from AP, the school will complete a home visit in line with our Attendance Policy. If a pupil is absent for 3 days, the school will complete a home visit.

## Quality Assurance Framework

Kettlethorpe High School is responsible for undertaking the following quality assurance processes.

Activity	Frequency	Evidence Required
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AP Quality Assurance Audit	Annually	QA audit/ safeguarding assurances
Individual pupil site monitoring visits	Half termly (minimum)	Monitoring reports
Service Level Agreements	On commission	SLA agreement
AP Tracker / student plan reviews	Termly	Written record of updates and actions agreed.
Senior Leadership Report	Annually	Written record of AP.

## Quality Assurance Initial Document Framework

<b>Name of the Alternative Provision and URN if appropriate</b>	
<b>Name of the proprietor</b>	
<b>NoR/PAN and staff to child ratio</b>	
<p><b><u>Is the AP registered and if not is it operating under the definition of full time?</u></b></p> <p><i>Obtain and note DfE Registration Number and ensure this is for a school rather than childcare registration in order to qualify as 'registered'.</i></p> <p><b>How many hours per week, what pattern of days and hours and for how many weeks?</b></p> <p><b>How many students do you currently have dual registered?</b></p> <p><b>How long has the student been dual registered with you and when are they going back?</b></p> <p><b>If the AP is operating under the definition of full time, are they registered with the Department for Education as an independent school?</b></p>	

## Theme 1: Safeguarding and Wellbeing of Children

<u>Standard</u>	<u>Yes/No</u>	<u>Comment</u>	<u>Action</u>
Safeguarding and Governance inc. policies			
The senior leadership team understands the organisation's roles and responsibilities with regards to KCSiE(2025). They participate in Wakefield local authority's safeguarding training and engagement activities including the annual safeguarding audit.			
The senior leadership team lead by example, ensuring that safeguarding is at the forefront of all practice and discussion. Staff understand the importance of excellent safeguarding practices.			
The organisation's safeguarding practices have been reviewed by external parties.			
The AP monitors the attendance of CYP at sessions and has clear strategies for escalating concerns and this is clear within their attendance policy. They adapt provision to increase engagement and attendance.			
The AP provides commissioners with real time attendance so that CYP in AP are included in school attendance data. The AP should report absence for each session, ideally within 30 minutes of the session start time.			
Absences should be followed up urgently to ascertain reason, identify whether the absence is approved or not and where necessary, ensure safeguarding action is taken. APs should have written agreements in			

<p>place with the commissioner to decide who is best placed to take forward any actions.</p>			
<p>The AP is aware of safeguarding risks posed to CYP based on their location (for example gang or criminal activity) and includes these considerations in plans for the CYP's support, staff training, and ongoing monitoring.</p>			
<p><b>Policies: The AP has, at least:</b></p> <ul style="list-style-type: none"> <li>• <b>Admissions policy</b> including the referral process which should be clearly documented and well supported.</li> <li>• <b>Safeguarding and Whistle blowing policy</b> with reference to KCSiE (2025) including a named Designated Safeguarding Lead (DSL). <i>Ideally, use of the current Wakefield's Education Safeguarding Policy template. Ensure clarity of procedures, including recording, if there are concerns for a student including informing the main school. Out of date policies with no reference to current issues such as Sexual Violence and Harassment should not be accepted.</i></li> <li>• <b>Safer Recruitment policy</b> or a section on this within the setting's Safeguarding policy which refers to Part 3 of KCSiE (2025).</li> <li>• <b>Child Protection policy</b> including child-on-child abuse and how to escalate child safeguarding</li> </ul>			

<p>concerns. The policy should include instructions on the process for sharing relevant information with named DSL immediately upon becoming aware of a concern so that the safeguarding lead can decide on the next steps.</p> <ul style="list-style-type: none"> <li>• <b>Managing Allegations Against Staff policy</b> may be a section of another policy but must be clear and delineated</li> </ul>			
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<ul style="list-style-type: none"> <li>• <b>Attendance policy</b> including safeguarding CYP who are persistently absent.</li> <li>• <b>Behaviour and welfare policy</b> including approach to physical intervention, sanctions and exclusions. The policy should include recording details for behaviour incidents. APs should maintain up to date records of incidents and significant incidents should be reported to parents/carers and the commissioner promptly.</li> <li>• <b>Substance misuse policy</b> including use of vapes/e-cigarettes policy.</li> <li>• <b>Online/e-safety policy</b> including use of mobile phones. Where online provision is offered, or young people are working with computers, suitable levels of monitoring and filtering software should be installed. The AP should ensure that the monitoring report is regularly checked and that timely action is taken when required.</li> <li>• <b>Anti-bullying policy.</b></li> <li>• <b>Staff code of conduct or a staff behaviour policy.</b></li> <li>• <b>Complaints policy and whistleblowing policy.</b></li> <li>• <b>Health and Safety Policy</b> including for use of specialised machinery if this is included vocational studies (also see theme 2)</li> </ul>			
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<ul style="list-style-type: none"> <li>• <b>Written First Aid policy/arrangements</b> including administration of medicine and supporting CYP with medical conditions</li> <li>• <b>Fire risk assessment and evacuation procedures</b> including frequency of drills.</li> <li>• <b>Individual risk assessments for students.</b> Ideally, this would be on the referral paperwork.</li> <li>• <b>Statutory website requirements.</b></li> <li>• <b>Fully completed and returned Wakefield WSCP Safeguarding Audit.</b> All staff including DSLs trained to WSCP standards to recognise local procedures, contacts and tools.</li> </ul> <p><b>*This is not an exhaustive list.</b> Guidance for statutory policies for academies may serve as an outline resource for unregistered APs and can be found here: <a href="#">Academy trust governance guide - Statutory guidance and additional resources for trusts - Guidance - GOV.UK</a></p>			
<p><b>Safeguarding note:</b> DfE Guidance; <a href="#">Arranging Alternative Provision - guide for LAs and schools</a> states that where a child is placed in alternative provision, the commissioner continues to retain safeguarding duties towards the child and should therefore be satisfied that the provision is a safe environment as well as meeting the child’s pastoral and educational needs.</p>	Additional notes/comments:		
<b>Safer Recruitment and beyond</b>			
<p>At least one member of staff in any recruitment process is Safer Recruitment trained, and this training is updated in line with Part 3 of <a href="#">Keeping children safe in education 2025</a></p> <p>Senior leaders ensure that the setting complies with Part 3 of KCSiE (2025) in all areas:</p> <ol style="list-style-type: none"> <li>the recruitment and selection process.</li> <li>pre-appointment and vetting checks, regulated activity and recording of information.</li> <li>other checks that may be necessary for staff, volunteers and others, including the</li> </ol>			

<p>responsibilities on schools and colleges for children in other settings.</p> <p>iv. how to ensure the ongoing safeguarding of children and the legal reporting duties on employers.</p>			
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<p>The AP holds and maintains a Single Central Record. They confirm <b>in writing</b> that all staff have enhanced DBS clearance and are checked against the barred list and show that they are not in contravention of a teaching prohibition order.</p> <p>The school/commissioner should obtain <b>written confirmation</b> from the AP that the appropriate safeguarding checks have been carried out on all individuals working in the AP. as well as written information about any arrangements that may put the child at risk (e.g. staff changes), regularly review any alternative provision placements (at least half termly – see DfE AP guidance) to make sure the placement continues to be safe and meets the child’s needs. If safeguarding concerns occur, the placement should be immediately reviewed and ended if necessary. If the review shows concerns are justified, the school/commissioner should inform the Local Authority of this. This may be via the <a href="#">Local Authority Designated Officer (LADO) 1MG - Wakefield Safeguarding Children</a> or for other concerns inform <a href="mailto:inclusionpanels@wakefield.gov.uk">inclusionpanels@wakefield.gov.uk</a></p> <p>maintain records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend i.e. know where they are during school hours.</p>			

## Keeping Children Safe in Education

**Commissioners should comply with the following AP-specific statutory guidance in Keeping Children Safe from Education [Keeping children safe in education - GOV.UK](#)**

Have commissioners:

gained written confirmation from the alternative provider that appropriate staff safeguarding checks have been carried out, as well as written information about any arrangements that may put the child at risk (e.g. staff changes),

- obtain records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend i.e. know where they are during school hours.

regularly reviewed any alternative provision placements (at least half termly – see DfE AP guidance) to make sure the placement continues to be safe and meets the child’s needs. If safeguarding concerns occur, the placement should be immediately reviewed and ended if necessary. The review should also monitor the child’s progress against agreed objectives and consider any changes that may be necessary to ensure that the placement is successful.

## Staff Training

The AP ensures all staff receive appropriate safeguarding training, and safeguarding updates, such that they understand how to recognise signs of abuse or exploitation, understand their responsibility to act on concerns, and can follow the correct process to report the

<p>concern. All training and processes are in line with KCSiE (2025) requirements.</p>			
<p>All staff should undertake child protection training on an annual basis.</p>			
<p>The AP's senior leaders take responsibility for ensuring KCSiE (2025) recommendations are known and followed in practice.</p>			
<p>The AP has an appropriately trained DSL who has received appropriate, documented training and has demonstrable experience supporting vulnerable CYP. The DSL should know how to report any safeguarding concerns involving the commissioner to the LADO. It is considered best practice for AP providers to have a named Deputy DSL. Can the AP give any examples of cases that the DSL has handled, what was done, and the outcomes?</p>			

<p>The AP ensures staff understand the process for reporting a concern about another member of staff, or safeguarding practices within the AP. The safeguarding Team/DSL/DDSL details are visible in the AP.</p>			
<p>The AP recognises the additional risks presented to the young people they support and puts additional safeguards in place for them (Including CYP who are CiC, have SEMH needs, CME, those with SEND)</p>			
<p>The AP ensures all staff can recognise signs of a child in need of early help and knows how to report these concerns.</p>			
<p>The AP holds information about the number of concerns raised, and their nature, to build a picture and to respond accordingly. The AP should keep a written record of all concerns raised to the commissioner, or external agencies, and decisions made.</p>			

<p>The AP has experienced and suitably qualified staff overseeing the work undertaken with CYP. The AP invests in ongoing CPD, training and support for staff in line with the needs of the CYP referred to them.</p>			
<p>The AP has a Mental Health lead, with appropriate training, to support the young people and staff.</p>			
<p>Multi-Agency Working</p>			
<p>The AP has clear purpose-built systems and processes for sharing safeguarding information as part of a multi-agency approach which includes the commissioner. When a concern does arise, there should be clarity about whether the AP or the commissioner will take forward any necessary action.</p>			
<p>The AP has a process in place enabling commissioners to share historic safeguarding information, existing</p>			

risks to CYP at the point of referral.			
The AP ensures that all CYP and their families have access to safeguarding policies and know how they can safely raise concerns and express their views.			
The AP builds positive relationships with CYP's parent/carer and is able to offer appropriate support if/when their child is at risk. This may be evident in audits or satisfaction surveys.			

The AP holds emergency contact numbers (likely care giver and commissioner) for every CYP on roll.			
The AP makes the contact details of the safeguarding team visible and clearly accessible to all engaged with the provision (teachers, young people, families, commissioners)			
The AP attends and/or contributes to multi-agency meetings, where appropriate (TAS, SEND reviews, EHCP annual reviews...)			
Data Protection: The AP follows Data Protection policies to ensure safe sharing of information ( <b>see Theme 6</b> )			
The AP is aware of support/services available via Wakefield's Local Offer.			
The AP site is secure and safe. Visitor ID is checked and a sign in book is used to record visitor details.			

Theme 2: Health and Safety			
Standard	Yes/No	Comment	Action
The AP demonstrates clear understanding of the health and safety requirements for their setting and has a health and safety policy to reflect this including a delegation of tasks. If the provider has a physical setting in which they deliver their provision, additional health and safety checks with regards to that setting will apply including environmental or site assessments. There should be consideration to a designated person trained in health and safety within the setting who is responsible for ensuring the setting meets their health and safety duties and who can manage the health and safety risks.			
The AP has a risk assessment policy that takes into account the health and safety of all staff and CYP. The AP has appropriate forms and information storing/sharing processes for gathering and recording risk assessments for individual pupils.			
The AP understands and can demonstrate their responsibility with regards to health and safety when delivering provision off site (or outside their standard delivery practice, i.e. a planned trip or outing). The AP has appropriate risk assessment forms for staff to complete and gathers appropriate consent. The AP has had regard for DfE advice <a href="#">Health and safety on educational visits - GOV.UK</a> and HSE requirements re adventure licensing: <a href="#">Adventure activities licensing - HSE</a>			
The AP has all appropriate insurance cover: public liability (up to £10million), Employer's Liability (up to £10million), Professional Indemnity (up to £5million).			
The government has produced guidance for all employers, head teachers, governors, vice-chancellors, occupiers, and owners of premises where the main use of the building (or part of the building) is for educational purposes. DfE's guidance on fire safety risk assessments in			

<p>educational premises sets out the key requirements that providers <b>must</b> meet. <b>While not specified by name, non-school alternative provision settings must comply with these requirements.</b> As set out in the guidance providers should:</p> <p>i. ensure procedures are in place to reduce the likelihood of fire</p>			
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<p>ii. maintain fire detection and alarm systems</p> <p>iii. ensure that staff and children are familiar with the emergency evacuation procedures</p> <p><a href="#">Fire safety risk assessment: educational premises - GOV.UK</a></p>			
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<p>Through-areas such as corridors are free from clutter and checklists are used, such as this classroom checklist from HSE: <a href="#">Risk management: Health and Safety checklist for teaching and support staff in classrooms</a></p>			
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<p>The AP has a suitable area for first aid, first aid trained staff and a meaningful first aid policy, including response and logging for injuries for both staff and pupils and a process for reporting to commissioners and as appropriate to the HSE. The first aid container is stocked in accordance with the findings of the first aid needs assessment and holding at least the minimum requirements suggested by the HSE <a href="#">First aid - HSE</a></p>			
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<p>A designated, qualified first aider(s) take charge of first aid arrangements.</p>			
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<p>Formal visits at least once per half term are undertaken by the commissioner whilst students are on site to undertake physical inspection of the site and buildings to confirm these are safe, maintained to a good standard, fit for purpose and with clear measures in place for the safety of the CYP.</p>			
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<p><b>*Please see theme 1 for an expected list of policies that should be in place linked to Health and Safety.</b></p>			
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### Theme 3: Admissions, Guidance and Support

<p>The AP clearly defines its core work and objectives, so that commissioners, CYP and families can be clear about how they will meet the need of young people, and the outcomes that they are suited to support. This ensures that provision is impactful and has clear success criteria.</p>			
<p>The AP has a referral form which enables commissioners to clearly outline and agree the CYP's needs, the purpose of the provision, and the targets and desired outcomes. The referral form should provide the commissioner with guidance on:</p> <ol style="list-style-type: none"> <li>i. the different reasons a pupil may be referred to the provision.</li> <li>ii. Pupil/parent voice</li> <li>iii. Attendance history</li> <li>iv. Personal learning plans (SEN, OPP, MSP or EHCPs)</li> <li>v. Health needs</li> <li>vi. Exclusion and behaviour history</li> <li>vii. Risk assessments and pertinent safeguarding information</li> </ol>			
<p>The AP works with commissioners to request and maintain records on the individual needs of each CYP on admission.</p>			
<p>CYP attending the AP make progress towards their targets, which is clearly communicated to commissioners and other stakeholders.</p>			
<p>The AP makes policies and practices transparent and available to the LA, professionals, CYP, families and commissioners</p>			
<p>The AP takes the CYP's voice, and the voice of their family into account such that they are included in the planning of provision, able to give feedback throughout the provision, and feel confident and supported to raise concerns. The AP should have resources designed specifically for the CYP and the family.</p>			
<p>The AP provides regular engagement, attendance, and progress reports to the commissioner. Attendance should be reported in real time or as</p>			

<p>close as possible to this. Engagement and progress reports should be half-termly as a minimum.</p>			
<p>The AP invites CYP, commissioners and families to individual admission, review and reintegration meetings, and feeds into ongoing reviews such as MSP and EHCP reviews where appropriate. These review meetings should take place; at least half termly. The AP has a clear process for transitions into and out of their settings.</p>			
<p>AP and commissioners should consider what additional support is required if a CYP is not making expected progress (academic or attendance progress). Regard should be given to <a href="#">Working together to improve school attendance - GOV.UK</a> If regular attendance cannot be secured, the commissioner should consider terminating the placement.</p>			

## Theme 4: Quality of Education

<p>The AP has clearly defined curricula for the type of provision offered. Curricula are well planned, progressive and well-resourced and can be adapted in line with the individual support plans of the CYP referred. <i>Whilst unregistered AP is not expected to offer the full mainstream curriculum the provider should demonstrate the ability to offer a curriculum that supports the child’s development at an appropriate level. They should have documentation to show:</i></p> <ul style="list-style-type: none"> <li>i. <i>The programmes it delivers</i></li> <li>ii. <i>Written policy to show how curriculum will be implemented (plans)</i></li> <li>iii. <i>Detailed specifications of the programmes it will deliver to CYP (‘schemes of work’)</i></li> <li>iv. <i>Intended outcomes</i></li> </ul> <p><b>Education should be preparatory for a return to mainstream.</b></p>			
<p>According to year group, CYP have access to study and assessment for national tests and formal qualifications, including those at GCSE level, and particularly in core subjects, at a level that is well-matched to their ability.</p>			
<p>The AP is adaptive and reflective in meeting each CYP’s needs. The Curriculum should be relevant to age, aptitude and individual needs of all CYP placed with them, including those with SEND.</p>			
<p>The AP is able to meet the needs of the CYP if they have an identified SEND, and will deliver, monitor and update records and programmes as appropriate in partnership with parents and students. The commissioning school’s SENDCo should continue to allocate time and resources for the CYP.</p>			
<p>The AP plans provision to meet the outcomes for each CYP outlined and agreed at the point of referral. CYP should return to their main registered setting and a clear reintegration plan should be agreed upon with all stakeholders. This should be reviewed regularly; at least half termly (Page 15 <a href="#">Arranging Alternative Provision - guide for LAs and schools</a>). The AP will act as a support for the school (with the school in the</p>			

lead role) in achieving the pupil's successful reintegration and should have processes and resources available to demonstrate this.			
Therapeutic/social skills/PSHE/RSE programmes are in place that are well-matched to the needs of each CYP, especially those with SEMH needs.			
The AP has clearly defined objectives for the personal and academic progress of students, agreed with the mainstream school, and evaluates and updates these regularly, including detail and necessary support about the next steps for their CYP (for example, destinations after KS4, careers advice and avoidance of NEET)			
Formal visits at least once every half term are undertaken by the commissioner to monitor and review progress and attendance. Pupil and parent voice form part of the review process.			
The AP celebrates CYP's successes and fosters a sense of positivity and pride in the CYP, wherever they are at in their learning journey. Pupil voice is captured and acted/reflected upon.			
The setting regularly monitors the quality of teaching and learning and takes steps to improve it where necessary. This is also based upon 'user feedback' from CYP and their families. We recommend this should take place half-termly as a minimum.			

## Theme 5: Outcomes for Children

The AP makes every effort to engage with and support the CYP, using informed approaches and practice and an understanding of the young person's individual needs as a basis for all strategies used.			
Commissioners complete formal visits at least once every half term whilst CYP are on site.			
The AP does not expect the same outcome from all CYP and prioritises supporting the CYP to achieve their individual outcomes.			
The AP works with the CYP's wider support network to address attendance or engagement issues.			
The AP supports CYP to develop strategies to identify/manage their emotions and to self-regulate.			
When the provision comes to an end, the AP provides a conclusive report, summarising the progress made in line with the initial targets.			
CYP who attend the AP feel positively about the support they receive and express this. The AP setting can provide examples of this feedback.			
Parents/carers feel positively about the support they receive and express this. The AP setting can provide examples of this feedback.			

## Half-termly QA Checklist

### Safeguarding Visit Template

Provider		Date of visit	
Person visiting		Signed	

Discussion point	Evidence base
Have any new staff started since your last visit, and have they been subject to the appropriate checks?	
The provision maintains a single central record in keeping with KCSiE (latest) – When was this last checked by the provision?	
DBS Checks and numbers	
The commissioner and the provider have a shared understanding of safeguarding policies and procedures to be followed.	
Has any additional safeguarding training been provided since the last visit?	
Has the DSL/Deputy DSL undertaken designated safeguarding lead (DSL) training within the 2 years.	
Is attendance being tracked and actioned as needed?	
Is the site secure, and are health and safety risks promptly addressed by provision staff?	
Is the site restricted to registered pupils and the organisations own staff, visitors and volunteers are recorded appropriately and any checks made as required.	
Have all staff that work with children undertaken appropriate training, and is it been refreshed annually?	

Is the site keeping accurate and detailed child protection records, and are they been shared appropriately with the commissioning school?	
All the concerns shared by the provision are recorded on our system, and appropriate action has been taken in each case?	
First aid equipment and/or facilities are readily available and in a maintained and ready for use?	
How does the provision evaluate the effectiveness of their own safeguarding provision and what are they doing to develop their practice?	
Is the provision sharing attendance information in line with the Service Level Agreement?	
Pupils have access to study in core subjects that is suitable for their ability levels. This includes attainment and targets.	
he setting provides a range of other appropriate academic subject studies.	
Therapeutic/social skills/PSHE/RSE programmes are in place that effectively meet the needs of all pupils, especially those with SEMH/behavioural difficulties	
The setting regularly monitors the quality of teaching and learning and takes steps to improve it where necessary, reporting details to the commissioning school as required, using a format and methods which the school has checked and approved.	
Proposed return date to school.	
Student voice	

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**Summary**

<b>Is there evidence that the decision to place a young person in off-site provision remains the best option for the individual child?</b>		
<b>Evaluation of safeguarding arrangements:</b>		
<b>Further actions required post visit:</b>		
<b>Who</b>	<b>What</b>	<b>When</b>
<b>Is the child safe at this provision?</b>		
<b>YES</b>	<b>NO</b>	
<b>Rationale</b>		

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**Notes:**

**Sign off**

SLT			
Signed			
Date added to the provision's file at the school:			