

Commissioning Alternative Provision Policy			
Current Status:	Operational	Last Review:	
Policy Owner:	Group Head of Welfare and Safeguarding	Next Review:	July 2026
Roles Responsible for Review:		Originated:	March 2025
Approved by:	SET Curriculum	Committee:	Educational Excellence Committee
Type of Policy:	Staff / Students	Quality Assured by:	Policy Team

Persons responsible for oversight of the commissioning of unregulated Alternative Provision

1. Summary

This policy applies to all staff associated with Eastern Education Group (EEG) schools, including:

- Chalk Hill
- Duke of Lancaster School
- Exning Primary School
- Priory School
- Stone Lodge Academy
- Sunrise Academy

2. References

This policy is compliant with Department for Education guidance:

1. [Alternative provision](#)
2. [Keeping children safe in education](#)
3. [School inspection handbook](#)
4. [Suspensions and permanent exclusions](#)
5. [Working together to improve school attendance](#)

3. Definition and intended use

‘Unregulated’ alternative provision (AP) is used for settings which are:

- (for pre-16 students) not a registered school or college, or
- (for post-16 students) is a registered setting which also offers education/training to school-age students.

Unregulated AP settings may be used to:

- 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, or
- complement the timetable and core offer in school, and/or
- improve behaviour by helping to prevent a suspension or permanent exclusion, or
- provide suitable education for a suspended student (from the sixth school day of a suspension or permanent exclusion).

Students accessing unregulated AP remain on their school's roll.

It is important to acknowledge that students who may benefit from unregulated AP are often from vulnerable cohorts and 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.

4. Oversight of unregulated AP settings

Unregulated AP settings are not directly inspected by Ofsted (though they may be visited as part of a school's inspection) so it is imperative that the commissioning of unregulated AP is carried out in the best interests of the student, following the [government guidance](#), with safeguarding as a priority. This policy aims to ensure that all staff involved in the commissioning of unregulated AP follow correct procedures.

Ofsted

In preparation for [school's Ofsted inspection](#) we maintain up to date registers of all students attending off-site AP at our schools, which includes (as a minimum) names of students, year groups, key information (e.g., EHCP, LAC, EAL etc.), AP attended, key contact, address, days and times, the core purpose(s) of the provision.

The Head of each school is responsible for maintaining these registers for their school, and for ensuring that:

- the parent/carers of students attending off-site AP receive the Ofsted parent survey notification.
- all unregulated AP settings commissioned by the school are informed of an inspection.
- the registration status of any unregulated AP has been checked to ensure that it is not using a provider operating as an illegal school.
- appropriate checks have been carried out, the extent to which the student(s) benefit from a broad and balanced curriculum if they attend off-site AP, and the attendance, behaviour and personal development of those students.

Safeguarding

While there are currently no formal requirements for safeguarding training in unregulated AP settings, however we complete detailed checks of the safeguarding arrangements at each unregulated AP setting used.

The Head of each school is responsible for collecting and maintaining up to date records for their schools using the forms in [Appendix 1](#), [Appendix 2](#) and [Appendix 7](#).

Appendix 1: Pre-placement visit record

To ensure all safeguarding checks have been carried out pre-placement

Appendix 2 Initial Referral (Section A) and Admission form (Section B)

To ensure we hold key information on all unregulated AP settings and to establish clear agreements 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 7 Unregulated alternative provider safer recruitment checks

To gain assurances from the unregulated AP about the appropriateness of their safeguarding policy and procedures, staff training and safer recruitment checks pursuant to the requirements of [Keeping children safe in education](#).

Internal oversight

We recognise that students attending unregulated AP may feel more at ease and may make disclosures more readily, so 'Students attending off-site AP' is a standing agenda item for our DSL meetings, to ensure that we address issues and identify any patterns or trends; and we will ensure that the school maintains regular communication with the student to give them the opportunity to share what is going well and raise any concerns.

We will ensure a risk assessment is undertaken *before* the placement starts and that there is a schedule of *ongoing* visits to assure us that the AP provider has appropriate and robust safeguarding arrangements.

Attendance

We require AP providers to communicate attendance daily within 30 minutes of the student's planned arrival at the AP (unless accompanied by a member of school staff) and to code attendance in accordance with [Working together to improve school attendance](#).

The register must not be flood-coded ahead of time.

Pre-placement

Pre-placement, our schools will ensure that the following checklist has been met:

- Liaison with all relevant stakeholders (inc. the student, 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

- Following initial contact with the AP setting, visit the site and complete the form in [Appendix 1](#)
- Complete [Appendix 2](#) to collate the following:
 - Key student details
 - Emergency contacts
 - Agreed course offer, start date, length of course including a taster day if appropriate
 - Agreement that the student will attend no more than 4 sessions (2 days) per week, to avoid any risk of the setting being deemed an illegal school
 - Key professional contacts
 - Core aims and objectives of the placement
 - How progress will be monitored and communicated back to the school (i.e. when, how, how often) **this should be at least half-termly**
 - If and how the placement contributes to the student's post-16 plans
 - SEND/EAL needs of the student, including relevant EHCP targets as appropriate
 - If appropriate, links to the student's Individual Healthcare plan; GP contact details
 - Youth Justice Service contacts if appropriate
 - How daily attendance will be reported back to [name of school], procedures for non-attendance
 - School DSL contact details and agreement for the recording and communicating of safeguarding concerns
 - Photo consent
 - Behaviour expectations aligned with the school's policy (see [Appendix 4](#)) and how behaviour incidents (including praise and positive feedback) will be communicated and how will such feedback contribute to the school's tracking system for behaviour
 - Risk assessment
 - Agreement of what will happen if the student is suspended from school and the suspension impacts on the days during which they would normally be at the AP
 - Equipment, clothing required
 - Contact with animals and any relevant risk assessments
 - Transport
 - How lunches and/or snacks will be provided; especially if the student is in receipt of Free School Meals, and/or if they have a food allergy/intolerance/are pregnant etc.
 - How the setting/school will communicate with parent/carers
 - If a TA or other school colleague will accompany the student, their contact details and what will happen if that colleague is absent for any reason
- If relevant, complete a pre-placement baseline assessment [Appendix 3](#)
- Considered funding (as additional funding may be available to the school for an AP placement).

- The Head of Welfare and Safeguarding with operational lead for the oversight of students attending off-site AP will ensure that all relevant documentation (including emails) are stored on staff net
- To confirm that the school understands that AP is commissioned to meet the specific needs of the student and the school has a responsibility to ensure that the student is not disadvantaged in respect of being kept safe, attendance or educational outcomes, including personal development (access to visits and trips, for example).

Mid-placement

Mid-placement, a school colleague will visit the student on site and observe them undertaking the activity and record the visit using the form in [Appendix 5](#) and, wherever possible, seek and record the student's and their parent/carers perspective and views using the form in [Appendix 6](#).

The centre lead at the provision (or relevant tutor or key worker) and any other relevant professionals (such as an EHCP Coordinator or Virtual School for Children in Care Adviser) may also contribute their views using the form in [Appendix 6](#).

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.

End of placement

At the end of the placement, the form in [Appendix 6](#) should be completed by the school, student, AP setting and parent/carers. 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.

Governance

We will ensure that there is effective governance and oversight of our schools use of unregulated AP. The nominated Trustee, named on the front of this policy, will:

- monitor our schools use of unregulated AP via reports to the SEND Educational Excellence Committee and via the Head of Welfare and Safeguarding

- ensure that this policy is updated annually, in line with national and local guidance.

Revision History – Commissioning Alternative Provision Policy

Revision date	Reason for revision	Section number	Changes made
March 2025	New Policy		

Appendix 1 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	

PRE-PLACEMENT	Y/N	By (name/role)	Date	Comments
Has we 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, key worker, etc.)				
Has a taster session been arranged for the young person?				
Has we requested references/ recommendations from other schools?				
Has the school requested and received a copy of the Local Authorities' Quality Assurance visit report from the provider? (if available)				
Has the school checked the Local Authorities AP directory for information regarding legal duties (number of hours/days permitted)?				
Is the setting listed in the Local Authorities unregulated AP directory? (if no please contact the Local Authority directly).				
Is the school aware of the checks that Ofsted may make when schools commission AP?				
Does the AP setting have a website? Has we checked this?				
Does the setting have a social media feed? Has the school				

PRE-PLACEMENT	Y/N	By (name/role)	Date	Comments
checked this for any potential concerns?				
Has the AP setting been inspected? Are reports available?				
Is the school confident that the setting is not operating illegally (check Local Authorities unregulated AP directory for further details and DfE guidance)?				

SAFEGUARDING	Y/N	By (name/role)	Date	Comments
Does the AP setting have an appropriate safeguarding policy?				
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 school 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 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?				
Has the school agreed how and when daily attendance/absence will be communicated to the school?				

SAFEGUARDING	Y/N	By (name/role)	Date	Comments
Is the site secure?				
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?				
Has the school received written confirmation from the AP that 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)				

HEALTH AND SAFETY	Y/N	By (name/role)	Date	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 settings trained First Aiders? How are they identified (e.g., posters, lanyards etc.)?				
Has the school seen evidence of in-date First Aid training certificates?				
If the AP setting involves contact with animals, have all appropriate safety measures been agreed?				

HEALTH AND SAFETY	Y/N	By (name/role)	Date	Comments
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?				

BEHAVIOUR	Y/N	By (name/role)	Date	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 is the policy around smoking?				
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 school and setting agreed on processes if the placement does not work/is not appropriate?				

PROVISION OFFER	Y/N	By (name/role)	Date	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				

PROVISION OFFER	Y/N	By (name/role)	Date	Comments
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 school carried out a pre-placement baseline assessment which can be reviewed to assess progress?				
Are appropriate progress tracking systems in place?				
Has the school 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?				

AP setting Risk Assessment (to be adapted/replaced with school's own version as required)
See Appendix 8 for EEG risk assessment

Recommended Levels of Insurance Cover

Public Liability insurance a minimum of £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 a minimum of £10,000,000 in respect of any one act or occurrence or series of acts or occurrences in any one year

Professional Negligence insurance a minimum of £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 students placed there.

Appendix 2 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**

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?	
Does the YP have an Individual Learning Plan (ILP)?	
Is the ILP attached to this referral?	
Has the YP undergone a risk assessment?	
Is a copy of the risk assessment attached to this referral?	
Is the student a child in care?	
Is the student an Unaccompanied Asylum Seeker?	
Is the student a refugee?	
If yes, (to all 3 previous Qs) is the Virtual School aware of this referral?	
Does the student have an Individual Healthcare Plan?	
If the student has an Individual Healthcare Plan, is it attached to this referral?	
Is the student open to social care?	YES NO FSP S17 S47 OTHER
If any other agencies are involved, please list here	
Does the student have a Behaviour Support Plan?	
If the student has a Behaviour Support plan, is it attached to this referral?	
Day(s) / timings required (NO MORE THAN 2 FULL DAYS OR 4 SESSIONS)	
Preferred attendance duration	<i>E.g., one term</i>
Proposed start date	
Proposed end date	

Does the YP attend any other Alternative Provision?	
If Yes, please specify days and times	
If Yes, which course(s) (provide level)	
Is the student a Young Carer?	
Is the student from a Gypsy, Roma or Traveller community?	

SECTION B

CORE INFORMATION

STUDENT NAME	
DATE OF BIRTH	
GENDER	MALE FEMALE IDENTIFIES AS MALE IDENTIFIES AS FEMALE NON-BINARY
Ethnicity ¹	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	
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	

¹ [List of ethnic groups - GOV.UK \(ethnicity-facts-figures.service.gov.uk\)](https://www.gov.uk/ethnicity-facts-figures)

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

Attendance	<i>Please document how and when attendance at the AP setting will be communicated to the school</i> <i>Agreed day/time (e.g., by 9am every Monday and Wednesday)</i> <i>Method (e.g., by email to the key contact/school pastoral lead/attendance lead)</i> <i>Provide relevant email addresses/telephone numbers and name/role of key contact</i>
Procedures for non-attendance	<i>If the young person has not arrived by (insert time), the following will take place (this list is to be adapted by the school):</i> <i>School informed as per the agreement above</i> <i>Telephone call to the young person's parent/carer</i> <i>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)</i> <i>If the young person's whereabouts are not known – indicate agreed safeguarding procedures here</i>
School Designated Safeguarding Lead name	
School Designated Safeguarding Lead email	
School Designated Safeguarding Lead telephone	
Agreed process for the recording and informing of a safeguarding concern	This checklist is to be adapted by the school 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? 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?
General	Has the school checked the AP setting's own safeguarding policy? Has the school 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	
KEY OBJECTIVE 2	
KEY OBJECTIVE 3	
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 can visit the young person in the setting. (see appendix 6)	
Agree that the school may carry out unplanned visits to the young person in the setting	
If in KS4-5 (Y10-13), how will this placement contribute to post-16/18 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

Core information What are the key needs for this young person?	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)
EHCP/PEP/ILP/BSP targets	List any relevant targets from the student'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 student to achieve these targets? Will AP colleagues be invited to reviews as appropriate? If so, please provide dates and times if known
English as an additional language	If the student speaks a language other than English as their first language, which languages are spoken at home? Will the student require any additional support? How will this be provided?
Health	Does this young person have an Individual Healthcare Plan? Supporting students 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?
GP contact details	Please provide the name of the student's GP, surgery address and telephone number
YOT	If the young person has a YOT worker, please add their contact details here. Have they been notified of this placement? Have you checked in with the YOT worker to ensure that the setting is advisable on a given

	day (e.g., to avoid mixing with known associates if inappropriate)?
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BEHAVIOUR

Expectations	<i>Has the 05Learner Code of Conduct been completed?</i> <i>Summarise here the expected behaviour from the young person, e.g.</i> <i>XX will arrive on time</i> <i>XX will not smoke on site</i> <i>XX will complete all work to the best of their ability</i> <i>XX will follow instructions etc.</i>
Policy	<i>Has the school checked the Behaviour policy/expectations of the setting?</i> <i>If the young person attends more than 1 AP setting, are the expectations different?</i> <i>What are the potential consequences of this?</i> <i>What is the setting's policy around smoking?</i> <i>What is the policy on leaving the AP site?</i> <i>Has the AP setting shared its use of sanctions with the school (if relevant)?</i> <i>How often (and to whom) will the AP setting report back to the school on the young person's behaviour?</i> <i>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.</i> <i>Is there a rewards policy? Has this been shared?</i> <i>Will the student 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)?</i> <i>Have all policies been effectively shared and agreed with the young person? If so – by whom and when?</i>
Suspension and exclusion	<i>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.</i> <i>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.?</i>

EQUIPMENT/USE OF MACHINERY/TOOLS

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.)
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	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?
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?
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)?

PRACTICALITIES

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?
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?

Signatures²

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 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		

² If electronic, the school/referrer must retain its own evidence of this (e.g., email, record of telephone conversation)

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 Coordinator
 LAC Adviser
 YOT Key worker
 NHS professional
 Other relevant professional

If the Alternative Provision placement has an aim related to social and emotional or mental health, it

Appendix 3 Pre-placement baseline (young person)

Suffolk/Norfolk Wellbeing Service

Over the last 2 weeks, how often have you been bothered by the following problems?

Not at
all

Several
days

More than
half the days

Nearly
every day

GAD 7 ANXIETY

1. Feeling nervous, anxious or on edge?	0	1	2	3
2. Not being able to stop or control worrying?	0	1	2	3
3. Worrying too much about different things?	0	1	2	3
4. Trouble relaxing?	0	1	2	3
5. Being so restless that it is hard to sit still?	0	1	2	3
6. Being easily annoyed or irritable?	0	1	2	3
7. Feeling afraid as if something awful might happen?	0	1	2	3
Total GAD7: / 21				

PHQ-9 DEPRESSION

1. Little interest or pleasure in doing things?	0	1	2	3
2. Feeling down, depressed, or hopeless?	0	1	2	3
3. Trouble falling or staying asleep or sleeping too much?	0	1	2	3
4. Feeling tired or having little energy?	0	1	2	3
5. Poor appetite or overeating?	0	1	2	3
6. Feeling bad about yourself – or that you are a failure or have let yourself or your family down?	0	1	2	3
7. Trouble concentrating on things, such as reading the newspaper or watching television?	0	1	2	3
8. Moving or speaking so slowly that other people could have noticed? Or the opposite – being so fidgety or restless that you have been moving around a lot more than usual?	0	1	2	3
9. Thoughts that you would be better off dead, or hurting yourself in some way?	0	1	2	3
Total PHQ9: /27				

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.

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.

Appendix 4 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.

Student name	
Date of birth	
School	
Year group	
School contact name	
School contact email	
School contact telephone	
School 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 AP. Note: (as at school) you are 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	Student person to sign here
If I cannot attend for any reason, I will inform the AP by <i>(time)</i>	
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 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, 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.

Signatures³

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/carers		
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/carers
Young person
School contact
AP contact
EHCP Co

Care Experienced Worker
YOT Key worker
NHS professional
Other relevant professional

³ If electronic, the school/referrer must retain its own evidence of this (e.g., email, record of telephone conversation)

Appendix 5 Progress visit to Alternative Provision (AP)

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

Core information

Name of student		
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?	
Did the site feel safe?	
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 on attendance?	
Is the AP setting communicating well with the school on engagement?	
Is the AP setting communicating well with the school on progress?	
Is the AP setting communicating well with the school on behaviour?	
General comments	<i>Provide detail if any of the answers above are 'no'.</i> <i>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 students? Did you witness any inappropriate behaviour? Was the quality of instruction of a high standard? Was the atmosphere calm and purposeful? etc.</i> <i>(Cell can be expanded)</i>

Placement Objectives

Original objective	Progress to date
--------------------	------------------

1.	
2.	
3.	
Young person's views on the placement	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?
Parent/carer views on the placement	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?
Provider's view on the placement	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?
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?

Signatures⁴

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
 LAC Adviser
 YOT Key worker
 NHS professional

Other relevant professional

⁴ If electronic, the school/referrer must retain its own evidence of this (e.g., email, record of telephone conversation)

Appendix 6 Mid or End of Placement Evaluation⁵

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

Core information

Student Name	
Date of birth	
School	
School (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 & disagree 3	Disagree 2	Strongly disagree 1
The adults at the AP are/were very skilled in what they are/were teaching/delivering.					
I receive(d) enough support whilst at the setting					
I always feel/felt safe whilst at the setting					
I know/knew who I can/could talk to if needed					

⁵ Delete as appropriate (Mid/End)

<i>If completed mid-placement, scores can be calculated and compared over time</i>	Strongly agree 5	Agree 4	Agree & disagree 3	Disagree 2	Strongly disagree 1
I understand/understood how the sessions are/were helping me to progress in the future					
I am more confident as a result of this placement					
I am coping better at school as a result of this placement					
I receive(d) enough support whilst at the setting					
I always feel/felt safe whilst at the setting					
I know/knew who I can/could talk to if needed					
I understand/understood how the sessions are/were helping me to progress in the future					
I am more confident as a result of this placement					
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 & disagree 3	Disagree 2	Strongly disagree 1
I understand/understood why my young person was referred to an AP					
I felt included as part of the referral process					
I have received good communication throughout the AP placement					

The AP provides/provided a safe and friendly learning environment					
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	<i>Add more information on the scoring above including achievements made and any potential areas of on-going concern. (Cell can be expanded)</i>				
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 & disagree 3	Disagree 2	Strongly disagree 1
The initial objectives are being/have been achieved (provide detail below)					
The learner is attending/has attended well					
The learner is engaging/has engaged well					
The learner is making/has made academic progress (provide detail below)					
The learner is making/has made good progress in vocational courses					
The learner is making/has made SEMH progress					
Total score					
Has the score changed since any previous evaluation?					
General comments	<i>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)</i>				
Signed/date					

School comment

<i>If completed mid-placement, scores can be calculated and compared over time</i>	Strongly agree 5	Agree 4	Agree & disagree 3	Disagree 2	Strongly disagree 1
The rationale for sending the learner to AP are being/have been achieved					
The learner is coping/has coped better at school since attending.					
Attendance at school is improving/has improved since the placement started					
Engagement at school is improving/has improved since the placement started					
The learner's behaviour at school is improving/has improved since the placement started					
Communication has been clear between the school and the AP					
The AP placement has supported the learner's next steps					
Total score					
Has the score changed since any previous evaluation?					
General comments	<i>E.g., Do objectives need reviewing? Is an extension/cessation required? Does the learner require any additional support? (Cell can be expanded)</i>				
Signed/date					

Agreed actions as a result of this evaluation:

-
-

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

Appendix 7 Unregulated alternative provider safer recruitment checks

Pursuant to [Keeping children safe in education](#) we require written confirmation from AP providers that 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.

As such, **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	
AP lead name/role	
AP lead contact telephone and email	

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

- Application forms 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 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
- Evidence of right to work in the UK
- Photocopies of identity checks (with a photograph)
- At least 2 references, including 1 from the applicant's current or most recent employer
- A risk assessment as required

- Interview notes which include a safeguarding question
- Photocopies of qualifications
- 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)	

Health & Safety Form

Risk Assessment



Location:		Date of assessment:	
Assessed by:		Proposed date of review:	

Describe activity, task, or area you are assessing:

What are the hazards?	Who might be harmed and how?	What are you already doing to control the risks?	What further action do you need to take to control the risks?	Who needs to carry out the further action?	When is the action needed by?	Done

Monitor & review

Risk assessments are live documents and must be reviewed **at least annually** to make sure the control measures you have put in place are working. You should also review the risk assessment whenever there are significant changes to the task/activity, new equipment or substances are introduced, if there have been any accidents or near misses, or if there is any reason to believe the controls may no longer be valid. Always update your risk assessment with any changes you make.