Commissioning Alternative Provision

Model Policy for Schools

September 2023

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Appendices

1. Statement of intent

Woodlands Primary School and Nursery recognises the need to ensure that our curriculum is inclusive and accessible, providing opportunities for all pupils to succeed; furthermore, we recognise the need to offer other provisions to some pupils that allow them to achieve their potential outside of what is accessible at the school.

Alternative provision is educational provision for pupils who are unable to access suitable mainstream education for a variety of reasons. It aims to ensure the continued education of pupils in the school in a supportive and nurturing environment. The school strives to reintegrate all pupils back into mainstream education wherever possible. There are a range of reasons why students may access an alternative provision, including medical conditions, students with SEND, and difficulty in accessing or managing full time mainstream education.

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

This policy outlines the key aspects of alternative provision at the school, including the reasons for which a pupil may be directed to alternative provision, the referral process and the methods for reintegrating pupils back into the school.

2. Objectives

The objectives of the Alternative Provision Policy are:

- To explain how the use of alternative provision fits in with our curriculum;
- To outline the reasons why students might be offered an alternative provision;
- To ensure that alternative provision is offered to suitable students in a consistent way;
- To provide guidance on the referral process;
- To ensure suitable procedures are in place relating to attendance and the safeguarding of students;
- To outline the monitoring of students' progress, behaviour and welfare;
- To guide staff and support staff with the identification, support and monitoring of students accessing an alternative provision;
- To highlight the end goals/purpose of alternative provision;
- To clearly state the process for monitoring and evaluating the impact of the alternative provision.

3. Purpose of Alternative Provision

The school recognises that all pupils are individuals with different strengths and weaknesses, and that mainstream education is not suitable for everyone.

Alternative provision focusses on ensuring that pupils continue to receive a high-quality education whilst their needs are being addressed and offers a variety of alternative curriculum provisions in order to support pupils' wider development.

The school may arrange alternative provision for pupils for several reasons including, but not limited to, the following:

- To encourage the inclusion in education of pupils who have had one or more fixed-period exclusions, or who are at risk of permanent exclusion;

- To ensure pupils are offered a variety of alternative curriculum provisions as a way of supporting their wider development, and equip them with skills and experience that will benefit them later in life;

- To further personalise the curriculum for some pupils, where there is a need;

- To meet the needs of pupils who struggle to meet the academic and social demands of mainstream education expectations;

- To meet the needs of pupils who because of illness or other reasons, including social, emotional and mental health (SEMH) needs, would not receive suitable education;

- To negate any damage caused by negative experiences a pupil may have had in subject areas they cannot access.

Once directed to alternative provision, the length of time a pupil spends there will be dependent on what best supports their needs, providing the placement is appropriate and their progress is regularly monitored.

Directing a pupil to alternative provision can benefit them in different ways depending on their individual circumstances, including the following:

- Pupils can access a variety of educational options, including academic and vocational routes;

- Pupils are given a greater degree of flexibility in what and how they learn, which can increase motivation;

- Pupils are given a level of independence and are encouraged to take responsibility for themselves;

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

- Have a clear purpose with a focus on education and achievement as well as meeting the pupils needs and rigorous assessment of progress;

- Offer appropriate and challenging teaching in English, mathematics and science (including IT) on par with mainstream education - unless this is being provided elsewhere within a package of provision;

- Be suited to the pupil's capabilities; give pupils the opportunity to take appropriate qualifications and involve suitably qualified staff who can help pupils make excellent progress;

- Have good arrangements for working with other relevant services such as social are, education psychology, child and adolescent mental health services, youth offending teams, and drug support services, etc.

4. Legal framework

This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Education and Inspections Act 2006
- Data Protection Act 2018
- The General Data Protection Regulation
- Education Act 2002
- DfE (2013) 'Alternative Provision'
- DfE (2023) 'Exclusion from maintained schools, academies and pupil referral units in England'
- DfE (2023) 'Keeping children safe in education'
- DfE (2018) 'Mental health and behaviour in schools'

This policy operates in conjunction with the following school policies:

- Positive Behaviour Policy
- Equal Opportunities Policy
- Attendance Policy
- Child Protection and Safeguarding Policy
- E-safety Policy
- Health and Safety Policy
- SEND Policy
- Anti-Bullying Policy

5. Commissioning of providers

The school is able to access a variety of alternative provision placements and has procedures in place to ensure pupils make good progress whilst at the provision.

The suitability of the providers of alternative provision commissioned by the school will be continually assessed to ensure they continue to offer the best path for the school's pupils.

The school has access to registered alternative provisions commissioned in partnership with the Local Authority and accessed through the Fair Access Panel. This includes The Linden Centre (Key Stages 1 to 3) and Kickstart Academy (Key Stage 4).

The schools also has access to a range of alternative provisions through Telford and Wrekin's Alternative Provision Directory:

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

Responsibility for the alternative provision used rests with the school commissioning the placement. School should carefully consider what providers are available that can meet the needs of our pupils, including the quality and safety of the provision, costs and value for money.

A personalised plan for intervention should be prepared by school; setting clear objectives for improvement and attainment, timeframes, arrangements for assessment and monitoring progress, and a baseline of the current position against which to measure progress. Plans should be linked to other relevant information or activities such as EHCPs for children with SEND.

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

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

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

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

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

6. DfE Registration Requirements for Alternative Providers

School must ensure that no pupils are placed in unregistered alternative provisions that are operating illegally, by meeting the requirement to be registered.

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

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

It is an offence to operate an unregistered independent school.

'Full-time education' is not defined in law but DfE say they will consider any institution that is operating during the day for more than 18 hours per week to be providing full time education. This is because the education being provided is taking up the substantial part of the week in which it can be reasonably expected a child can be educated, and therefore indicates that the education provided is the main source of education for that child.

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

7. Roles and responsibilities

The LA will be responsible for:

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

The governing board will be responsible for:

- Arranging suitable full-time education for pupils who receive a fixed-period exclusion of more than five school days.
- Where appropriate, directing pupils off-site for education to improve their behaviour.

- Making arrangements for supporting pupils with medical conditions.
- Monitoring and reviewing the implementation of this policy.

The headteacher will be responsible for:

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

The SLT will be responsible for:

- Supporting members of staff with the monitoring and support of alternative curriculum provision.
- Arranging the appointment of the alternative provision lead.
- Continually assessing the quality and suitability of providers of alternative education.

The alternative provision lead (HT/DHT) will be responsible for:

- Liaising with the relevant members of staff, e.g. the DSL and SENCO, to ensure that the appropriate measures are in place to support pupils in alternative provision.
- Undertaking visits to the alternative provision sites, as requested by the SLT, to review the progress of relevant pupils.
- Deciding on an appropriate course of action, in conjunction with the SLT and headteacher, if informed by a provider of any serious behavioural incidents involving the school's pupils.

The DSL will be responsible for:

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

The designated mental health lead will be responsible for:

- Assisting in the identification of pupils with SEMH needs and developing appropriate support plans for these pupils, in line with the school's Social, Emotional and Mental Health Policy.
- Assisting in the development of reintegration plans for pupils with SEMH needs.
- Giving alternative provision settings details of a pupil's SEMH needs, where appropriate, so their placement can be catered to them.

The attendance lead will be responsible for:

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

The assessment lead will be responsible for:

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

The SENCO will be responsible for:

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

8. Referral process

The school will work in conjunction with alternative provision providers to develop procedures for referring and admitting pupils to alternative provision.

Once the school has taken the decision to direct a pupil to alternative provision, the pupil and their parents will be called for a meeting with the headteacher and alternative provision lead.

At the meeting, the alternative provision lead will clearly explain to the pupil and their parents the reasons for directing the pupil to alternative provision.

An agreement will be made between the school and the parents with regards to referring the pupil to alternative provision. This agreement will be reviewed on a termly basis, and the timescales and responsibilities for reviewing the agreement must be made clear to providers, parents and pupils.

Responsibilities for supporting the pupil and timescales for reviewing the alternative provision agreement will be made during the initial meeting.

Parents of the pupil will be fully involved in the referral process and any decisions taken to refer their child to alternative provision.

Once parents have agreed for their child to be directed to alternative provision, the pupil must attend any on- or off-site provision; failure to attend the provision will carry the same consequences as non-attendance at the school, as outlined in the Attendance Policy.

Where parents refuse to accept the offer of alternative provision, this will be documented.

A pupil referred to alternative provision will be dual registered from the day the provision commences.

9. Directing pupils off-site to improve behaviour

The school can direct a pupil to off-site alternative provision in order to improve their behaviour.

In these instances, the governing board will:

- Ensure that the pupil's parents (and the LA, where the pupil is in care, or has an EHC plan) are given clear information about the placement, i.e. why their child has been directed to off-site provision, when the placement will begin, where the placement will be, and how it will be reviewed.
- Keep the placement under review and involve the pupil's parents in this process. The frequency of these reviews is decided on a case-by-case basis.

Where the school directs a pupil to off-site alternative provision, their parents will be notified in writing.

Notification will be sent as soon as it is practical and no later than two days before the placement is due to begin.

The notification letter will explain the purpose of the alternative provision and the reason the pupil has been referred to this provision.

The notification letter will state the dates for which the pupil will be required to attend alternative provision, the time the provision will start, the amount of time the pupil is to spend at the placement each day, the address the pupil will need to attend and the name of the person responsible for the provision.

10. Communication with providers

The objectives of placing individual pupils in alternative provision will be clearly communicated to providers and progress against these objectives will be monitored by the alternative provision lead.

The school will maintain ongoing contact with the provider and the pupil in order to exchange relevant information, monitor progress and provide pastoral support.

All relevant information shared between the school, provider and other parties will be communicated in easily-understood language and in accordance with data protection principles; including any information on SEND, literacy, safeguarding or other issues, as well as any information requested by the provider as appropriate.

Providers will be made aware that they should raise any safeguarding concerns regarding a pupil of the school with the DSL.

11. Reintegration

Where it is considered appropriate for a pupil to return to mainstream education, the school and the alternative provision setting will work together to develop a reintegration plan.

The headteacher will arrange a meeting with the alternative provision setting to develop the reintegration plan.

Before reintegration, the headteacher will obtain a final report on the pupil's achievements during the placement; this includes academic attainment and progress, attendance records and evidence of a change in behaviour.

The headteacher will also speak to the pupil to assess their views on the success of the placement.

In light of the final report and views of the pupil, the headteacher will implement an appropriate reintegration plan based on the pupil's needs. This may include a discussion with the pupil's parents and/or setting specific objectives for the pupil to achieve on reintegration, e.g. attendance or behaviour.

Pupils that have reintegrated back into the school will be continually supported in line with their specific needs.

12. Telford & Wrekin Alternative Provision Directory

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

All commissioners of AP, including schools should:

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

The Alternative Provision Directory can be found here:

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

13. Recording and Monitoring Attendance

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

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

Attendance Register Codes

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

a) **Code B: Off-site educational activity**

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

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

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

c) **Code C: Leave of absence authorised by the school**

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

14. Quality Assurance and Evaluating the Impact of the Provision

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

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

School expects a minimum of one visit per term to a provider. The scope and detail of regular reports from providers will be agreed locally at the point of commissioning.

 Appendix 1 contains a template which school can use to quality assure alternative provisions which they commission.

15. What are Alternative Providers Responsible For?

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

16. Monitoring and review

This policy will be reviewed by the headteacher and governing board on an annual basis.

Any changes to this policy will be communicated to all members of staff.

Appendix 1 – Quality Assurance Framework

Telford and Wrekin Alternative Provision Quality Assurance Framework

Introduction

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

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

DfE Statutory Guidance for local Authorities January 2013

The Alternative Provision Quality Assurance Framework aims to:

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

Telford and Wrekin AP Partnership

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

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

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

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

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

QA Ratings

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

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

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

GREEN – Requirement fully met

Framework

The framework covers five themes as follows:

Part A

1. Safeguarding
2. Health and Safety

Part B

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

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

QA Cycle

The Local Authority will support each provider who submits details for the directory on an annual basis to provide evidence against Part A of the framework. Commissioners will assess each provider against Parts A and B no less frequently than once every year, dependent on number and needs of students placed and outcome of previous QA visit.

The annual cycle for QA will be:

| By June, providers will submit details to be included in the directory for the following academic year | By September, providers will submit their self-evaluation against the framework | The LA will give the provider 2 weeks' notice of a planned support visit | By one week prior to the QA visit, the provider will submit any additional information | The LA will write the initial draft report to the provider within 5 working days of the visit |

Framework

Name of Provider:	

Manager:	

LA QA Lead:	

LA visit Date:	

Background Information

Is the provider registered with Ofsted? YES / NO	If yes, Ofsted registration Number:	If yes, DfE Registration Number:

Date of last Ofsted inspection (if registered):		Outcome:

Student Numbers

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

Part A – Minimum Standards

Section 1 - Safeguarding						
	Requirement	**Evidence**	**Self-Evaluation**		**Assessment**	
			Rating	**Comment**	**Rating**	**Comment**
1.1	Access to the site is restricted to registered pupils and the organisation's own staff. All staff have current required checks which are recorded on a single central register	• SCR and HR files • Safer Recruitment Procedures • Controlled access to Site • Sign in procedures • Visitor's procedures • Contractors have appropriate checks, Public Liability Insurance and supervision.				
1.2	Section 175 Audit & Action Plan in place	• BCC 175 audit and action plan complete and tracking progress against action presented.				
1.3	Appropriate policies and procedures in place to safeguard children	• Child Protection/Safeguarding Policy (to cover the following: Prevent, CSE, FGM, FM, Relationship abuse, Domestic Violence, Drugs and Substance misuse , Gangs, Fabricated Illness, Bullying, Faith Abuse, Gender based violence, private				

		fostering, sexting and trafficking) • Staff Behaviour Policy/Code of Conduct • Whistleblowing Procedures • Recruitment & Selection Policies • E- Safety policy and strategy • Use of reasonable force procedures				
1.4	Trained Designated safeguarding lead in place	• DSL and cover for DSL in place. • Appropriately training and attendance at DSL network				
1.5	Robust procedures for logging concerns, record keeping and sharing information	• Student files and referrals. • CP file are well structured and organized and securely held. • Tracking of vulnerable learners and associated risks. Follow up undertaken where referred to school DSL.				
1.6	Appropriate provision for Children in Care	•Designated person for CiC. • Communications with virtual school. • CiC files.				

1.7	Appropriate procedures to safeguard Children Not in School	• Registers procedures. • Attendance policy and procedures • Communication with commissioners and parents. • Children missing in education procedures				
1.8	Curriculum programme includes safeguarding training for children and young people	• Curriculum plans include opportunities for students to explore: -CSE (Child Sexual Exploitation) -DV (Domestic Violence) -FGM (Female Genital Mutilation) -FM (Forced Marriage) -Substance misuse -Gangs -Radicalisation and extremism				
Recommendations / Next Steps:						

Section 2 – Health and Safety						
	Requirement	Evidence	Self-Evaluation		Assessment	
			Rating	Comment	Rating	Comment
2.1	An up to date Health and safety policy is in place and accessible to all staff, young people, carers and visitors and a there is a designated person trained to IOSH standard who is held ultimately responsible for health and safety	• Designated Health and Safety Trained Officer (IOSH) • Displayed notice naming the designated person for health and safety to whom these issues should be reported • Knowledge of requirements of health and safety legislation • 'Competent' health and safety advice available • Appropriate health and safety signs and notices				
2.2	Risk assessments have been carried out to identify significant risks on site	• Adequate risk control measures/ risk register. • Record of at least yearly regular reviews				
2.3	Fire drills take place regularly, at least once a year	• Fire alarms are regularly tested and meet the Fire Brigade's criteria Fire extinguishers tested regularly • Staff trained in fire prevention measures • Diary showing recent fire drills and notes				

		• Certificate showing tests of fire alarms • Display a list of fire wardens				
2.4	Public liability insurance policy is current and the insurance certificate is displayed	• Public liability insurance document • Other relevant insurance documents				
2.5	First aid equipment and/or facilities are readily available • Is the organisation familiar with RIDDOR procedures? (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995) www.hse.gov.uk • How will the employer convey revised control measures to young people if a RIDDOR event occurs whilst they are on the premises? http://www.hse.gov.uk/guidance/index.htm	• Arrangements for access to a qualified first aider • Recording systems for accidents and first aid treatments and notification to the and/or the parents/carers • Evidence of any RIDDOR investigations underway or outcomes pending • List of trained first aiders displayed • Medical Needs policy				
Recommendations / Next Steps:						

Part B – Commissioner QA

Section 3 – Admissions, Guidance and Support						
	Requirement	**Evidence**	**Self-Evaluation**		**Assessment**	
			Rating	**Comment**	**Rating**	**Comment**
3.1	Admission and referrals procedures are clear and well supported	• Admission/ Referral policy • Admission/ Referral application forms • Integration process/ Student files • Induction process: base lining, Learning Plans, Timetables, Groups (register) , CEIAG • Target and tracking sheets				
3.2	All learners participate in an induction process that will help them understand options, health and safety procedures, their rights and responsibilities and are aware of equal opportunities	• Integration process/ Student files • Induction process: base lining, Learning Plans, Timetables, Groups (register) , CEIAG • ILPs • Student voice				
3.3	Learners have a forum to express opinions and raise issues	• Student council • Student questionnaires • Tutor systems • Examples of how students voice shaped provision				

3.4	A structured process of CEIAG is in place which supports students' progression into further education employment or training.	• CEIAG offer • Individual plans • Partnership with colleges, WBLP, Schools, employers • Destination data • Post 16 application processes and procedure • Careers Fayres, Attendance at Skills show etc				
Recommendations / Next Steps:						

Section 4 – Quality of Education						
	Requirement	Evidence	Self-Evaluation		Assessment	
			Rating	Comment	Rating	Comment
4.1	The curriculum overview clearly identifies the needs of the students, how the curriculum has been designed to address these needs and the impact of this.	• Curriculum statement • Curriculum map • Overarching Timetable • Individual student timetables.				
4.2	Where the curriculum is broken down into subjects, or the overarching curriculum if not, there is clear planning to show progression in the development of knowledge.	• Medium term plans • Schemes of work • Lesson Plans • Lesson observations				
4.3	Teaching staff are appropriate to deliver programmes	• Safer recruitment policy and procedures • SCR/HR files • Training register • CPD • Links to schools and providers				
4.4	Planning for learning shows: 1. Lesson/session plans identify the knowledge, skills and understanding that different groups of learners will achieve 2. Regular and thorough assessment and review of progress takes place	• Timetable • Curriculum Plan • Session planning / Lesson plans. • SOW • Individual Plans • Exam Policy and procedures • Assessment policy and procedures • Reports home/ School				

		• Students books and portfolios • Moderation, IV and EV reports				
4.5	Appropriate resources are available to deliver the curriculum offered.	• Curriculum Plan • Session planning / Lesson plans. • SOW • Individual Plans • Staff training register • Deployment of Key workers. • Safety equipment etc.				
4.6	There are productive working relationships between staff and learners leading to effective feedback and positive learning outcomes.	• Behaviour policy and procedure • Rules, routines, rewards and sanctions • Lesson Observations • Behaviour Data • Attendance and Behaviour reports to commissioner's • Student voice • Exclusion data.				
4.7	Learners understand the importance of attendance, punctuality and classroom and workshop behaviour and comply appropriately.	• Attendance and punctuality policy and procedures • Rules, routines, rewards and sanctions • Students files • Exclusion policy and procedures • Accident reporting				

		• Risk assessment, Health and Safety guidance to students				
Recommendations / Next Steps:						

Section 5 - Outcomes for learners						
	Requirement	**Evidence**	**Self-Evaluation**		**Assessment**	
			Rating	**Comment**	**Rating**	**Comment**
5.1	Learners meet the targets set in relation to their starting points and make at least good progress	• Progress trackers/data • Formative and summative assessment • Portfolios and books • Reports home – schools • Students voice				
5.2	Analysis of assessment data enables clear indications of: • how well the provider is doing in relation to its targets • how effective it is in identifying specific groups of learners' needs	• Exam outcomes • Unit completion and progress against syllabus • Attendance and behaviour data • Rewards and Sanctions • Exclusions data				
5.3	Underperformance is addressed through appropriate intervention and support	• Planning • Menu of intervention e.g. Literacy, Numeracy, Behaviour , SEN7 • Updated ILP showing regular reviews. • Allocation of key workers				
Recommendations / Next Steps:						

AP QA Monitoring Visit Exemplar Student Interview Sheet

Questions	Responses
Do you feel safe at this provision?	
Is there anything that could be done here to make you feel safer?	
Explain the teaching and learning that goes on in your lessons.	
What do you enjoy most about being at this provision?	
What are their aspirations beyond KS4? Possible destinations	
How hard do you work in class? How are challenged to do better?	
Do you enjoy your lessons? Why?	
How are you helped with difficulties in your understanding of a concept?	
How do you know about your Progress?	

What would you say to other students who want to come here?	
How would you describe your behaviour here? Has this improved from your previous school?	
Other	

AP QA Monitoring Visit Exemplar Work Scrutiny Sheet

Criteria	Rating (RAG)	Observations made
		Is evidence: RED – not met or no evidence; AMBER – partially met; GREEN – fully met *(Please indicate your decisions for your grading).*
Is the folder/exercise book updated? Are assignment briefs completed?		
Are notes checked - signed - misconceptions highlighted and corrected?		
Answers to questions / assignments graded and constructive comments made on how to reach next grade / level etc		
Advice and opportunities for extended work / research/ independent work		
Evidence of exam questions / assessments and feedback		
Evidence of mark sheet / assessment marks from teacher (BTEC courses)		
Evidence of support for development of literacy, numeracy, research, thinking skills and independent work (templates)		
Other observations		

AP QA Monitoring Visit Exemplar Staff Interview Sheet

Questions	Answers

• Do you know who has the responsibility for Safeguarding in the school/college/academy?	
• What should you do if a safeguarding issue comes to light?	
• How would you describe the behaviour of students in your school/academy/college?	
• How are staff supported in their professional development?	
• What are the key priorities of your school/academy/college?	
• How are key issues shared with staff?	