

Safeguarding pupils placed in Alternative Provisions



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Alternative Provisions

“

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

Source: Alternative Provision Statutory guidance for local authorities (DfE,2013)



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What is Good Alternative Provision?

Source: Alternative Provision Statutory guidance for local authorities
(DfE, 2013)



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What is Good Alternative Provision?

- good academic attainment on par with mainstream academies – particularly in English, maths and science (including IT) – with appropriate accreditation and qualifications;

Source: Alternative Provision Statutory guidance for local authorities
(DfE, 2013)



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What is Good Alternative Provision?

- good academic attainment on par with mainstream academies – particularly in English, maths and science (including IT) – with appropriate accreditation and qualifications;
- that the specific personal, social and academic needs of pupils are properly identified and met in order to help them to overcome any barriers to attainment;

Source: Alternative Provision Statutory guidance for local authorities
(DfE,2013)



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- good academic attainment on par with mainstream academies – particularly in English, maths and science (including IT) – with appropriate accreditation and qualifications;
- that the specific personal, social and academic needs of pupils are properly identified and met in order to help them to overcome any barriers to attainment;
- improved pupil motivation and self-confidence, attendance and engagement with education; and

Source: Alternative Provision Statutory guidance for local authorities
(DfE,2013)



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What is Good Alternative Provision?

- good academic attainment on par with mainstream academies – particularly in English, maths and science (including IT) – with appropriate accreditation and qualifications;
- that the specific personal, social and academic needs of pupils are properly identified and met in order to help them to overcome any barriers to attainment;
- improved pupil motivation and self-confidence, attendance and engagement with education; and
- clearly defined objectives, including the next steps following the placement such as reintegration into mainstream education, further education, training or employment.

Source: Alternative Provision Statutory guidance for local authorities (DfE,2013)



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What Academy leaders should know

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

Source: Alternative Provision Statutory guidance for local authorities
(DfE,2013)



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“

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

Source: Keeping Children Safe in Education (DfE,2022)



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What Academy leaders should know

- Responsibility for the alternative provision usage rests with the school commissioning the placement. Commissioning academies should carefully consider what providers are available that can meet the needs of their pupils, including the quality and safety of the provision, costs and value for money.
- The school commissioning the placement 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 commissioning the placement should maintain a full record of all placements they make, including a pupil's progress, achievements and destination following the placement. This should also include the pupil's own assessment of their placement.

Source: Alternative Provision Statutory guidance for local authorities (DfE,2013)



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“

Schools should obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff.”

Source: Keeping Children Safe in Education (DfE,2022)



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Schools must record on the Single Central Record (under the third-party staff section) details of the proprietor of the provision, and the date that the assurance letter was received. The original assurance letter must be captured in the provision's file, and held securely on the academy site.

Source: Keeping Children Safe in Education (Para 272, DfE, 2022)



Alternative Provisions

Schools are responsible for pupils off-site in APs.

Inspectors will visit the AP if it has not been inspected.



Alternative Provisions

Schools are responsible for pupils off-site in APs.

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How many
pupils and
where?

Source: Schools Inspection Handbook (OFSTED, 2019)



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How many
pupils and
where?



Is the provision
registered?

Source: Schools Inspection Handbook (OFSTED, 2019)



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Should be registered if:

Five or more pupils of
school age



Source: Schools Inspection Handbook (OFSTED, 2019)



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Should be registered if:

Five or more pupils of
school age



One or more pupils
with an EHCP



Source: Schools Inspection Handbook (OFSTED, 2019)



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Alternative Provisions

Should be registered if:

Five or more pupils of
school age



One or more pupils
with an EHCP



One or more pupils
who are 'looked after'



Source: Schools Inspection Handbook (OFSTED, 2019)



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289. Inspectors must ask the school about the registration status of any alternative providers that they use. Any provider of alternative provision must be registered as an independent school if it caters full time for 5 or more pupils of compulsory school age, or one pupil who is looked after or has an education, health and care (EHC) plan. **If a school uses alternative provision that should be registered but is not, inspectors will carefully consider whether this affects the likelihood that pupils are safeguarded effectively.**



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- Academies must never allow a pupil's primary education source, to be from an un-registered provision.
- The remainder of their time should be spent at a registered provision or receiving support in school.



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Where a pupil will attend an unregistered provision, leaders must ensure that together with the provision, they complete the **CET SGF9c form**.

This form will provide the academy with assurance the provision is not operating as an illegal school.

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SGF9c - Un-registered providers – Illegal school check

This form must be completed and included in the quality assurance file of all provided considered unregistered. An unregistered provider is one in which full-time education is provided for **five or more pupils of compulsory school age** or for **at least one pupil of that age who is looked after by a local authority** (within the meaning of section 22 of the Children Act 1989) or **has a statement of special educational needs or an education, health and care plan.**

Details:

Name of provision	
Person completing this form	

Assessment:

How many pupils are on the provision roll? How many pupils use the provision as their only source of education?	— (If more than 4, the provision is acting unlawfully)
How many pupils do the provision think they educate on a full-time basis?	— (If more than 4, the provision is acting unlawfully)
Do any pupils who attend the provision have a statement of special educational needs or an education, health and care plan.	Y/N (If yes, the provision is acting unlawfully)
Are any of the pupils who attend the provision looked after by a local authority	Y/N (If yes, the provision is acting unlawfully)
No CET pupils attend this provision fulltime.	Y/N (If yes, the child must be sourced provision at a registered provider or in school, so that their full education is not provided the unregistered provider)

Sign off:

	Print name	Signed
Person completing the assessment from the school		
Person supporting the assessment from the Provider		
Head of Provision Principal/Headteacher		

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290. 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.

Inspectors should visit any registered alternative provision site that Ofsted has not yet inspected to assess the adequacy of the school's quality assurance process.





Department
for Education

Alternative Provision
**Statutory guidance for local
authorities**

January 2013



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How many
pupils and
where?



Is the provision
registered?

Source: Schools Inspection Handbook (OFSTED, 2019)



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How many
pupils and
where?



Is the provision
registered?



Has the school
checked it is a
safe place?

Source: Schools Inspection Handbook (OFSTED, 2019)



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Alternative Provisions

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How many
pupils and
where?



Is the provision
registered?



Has the school
checked it is a
safe place?



Attendance and
progress
checked?

Source: Schools Inspection Handbook (OFSTED, 2019)



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Alternative Provisions

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Inspectors may visit the AP if it has not been inspected.



How many pupils and where?



Is the provision registered?



Has the school checked it is a safe place?



Attendance and progress checked?



Is personal development promoted?

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292. Inspectors will consider:

- the reasons why leaders considered off-site provision to be the best option for the pupils concerned
- whether leaders have made the appropriate checks on the registration status of the provision
- what safeguarding checks leaders have made and continue to make to ensure that the provision is a safe place for their pupils to attend
- the extent to which leaders ensure that pupils benefit from a well-planned and sequenced, well-taught, broad and balanced curriculum
- the attendance and behaviour of the pupils who attend the provision
- how well the provision promotes the pupils' personal development



Alternative Provisions

294. A school is likely to be judged inadequate for leadership and management if:

Alternative Provisions

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- it is making ineffective or inappropriate use of alternative provision



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- it is using inappropriate alternative provision



Alternative Provisions

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- it is making ineffective or inappropriate use of alternative provision
- it is using inappropriate alternative provision
- leaders have not taken the necessary steps to assure themselves of the suitability of a provision, including its COVID-19 safety arrangements

Alternative Provisions

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- it is making ineffective or inappropriate use of alternative provision
- it is using inappropriate alternative provision
- leaders have not taken the necessary steps to assure themselves of the suitability of a provision, including its COVID-19 safety arrangements
- leaders are not aware of how many of their pupils attend alternative provision

Alternative Provisions

294. A school is likely to be judged inadequate for leadership and management if:

- it is making ineffective or inappropriate use of alternative provision
- it is using inappropriate alternative provision
- leaders have not taken the necessary steps to assure themselves of the suitability of a provision, including its COVID-19 safety arrangements
- leaders are not aware of how many of their pupils attend alternative provision
- leaders are not taking responsibility for their pupils who attend alternative provision

Alternative Provisions

Process for Commissioning a place at AP

- 1) Deciding if alternative Provision is in the best interest of the pupil
- 2) Identifying a provision: Curriculum and SEND
- 3) Quality assurance of the provision
- 4) Agreeing a placement
- 5) Attendance
- 6) Safeguarding



Alternative Provisions

Process for Commissioning a place at AP

- Has the pupil, parents and relevant teacher been spoken to before a decision about alternative provision has been made?
- What other considerations are there, such as transport arrangements?
- What does the pupil want, or need, to get out of the provision?
- How long should the provision be for?
- Is it part time or full time?
- How will it fit with the pupil's mainstream curriculum?
- What will success look like at the end of the provision?
- What outcomes do you hope to achieve – particularly in the areas of attendance, attitude, attainment, behaviour and positive destination?



Alternative Provisions

Process for Commissioning a place at AP

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Alternative Provisions

Process for Commissioning a place at AP

2) Curriculum and SEND

- How well the provision identifies, assess and meet the needs of pupils when they first begin to attend your setting, including pupils with special educational needs and disabilities (SEND)
- How well the provision develops and adapt the curriculum so it's coherently sequenced and meets all pupils' needs, starting points and aspirations for the future, including through remote education
- How successfully the provision involve parents, carers and, as necessary, other professionals or specialist services in deciding how best to support pupils
- Whether the curriculum offer is ambitious for all pupils, and the extent to which those responsible for governance understand the particular context of your provision
- How well the Provision includes pupils in all aspects of school life, and particularly how well they prepare them for their next steps in education, employment and training, and adult lives
- How well they make sure pupils' outcomes are improving as a result of the different or additional provision being made for them, including outcomes for pupils with SEND

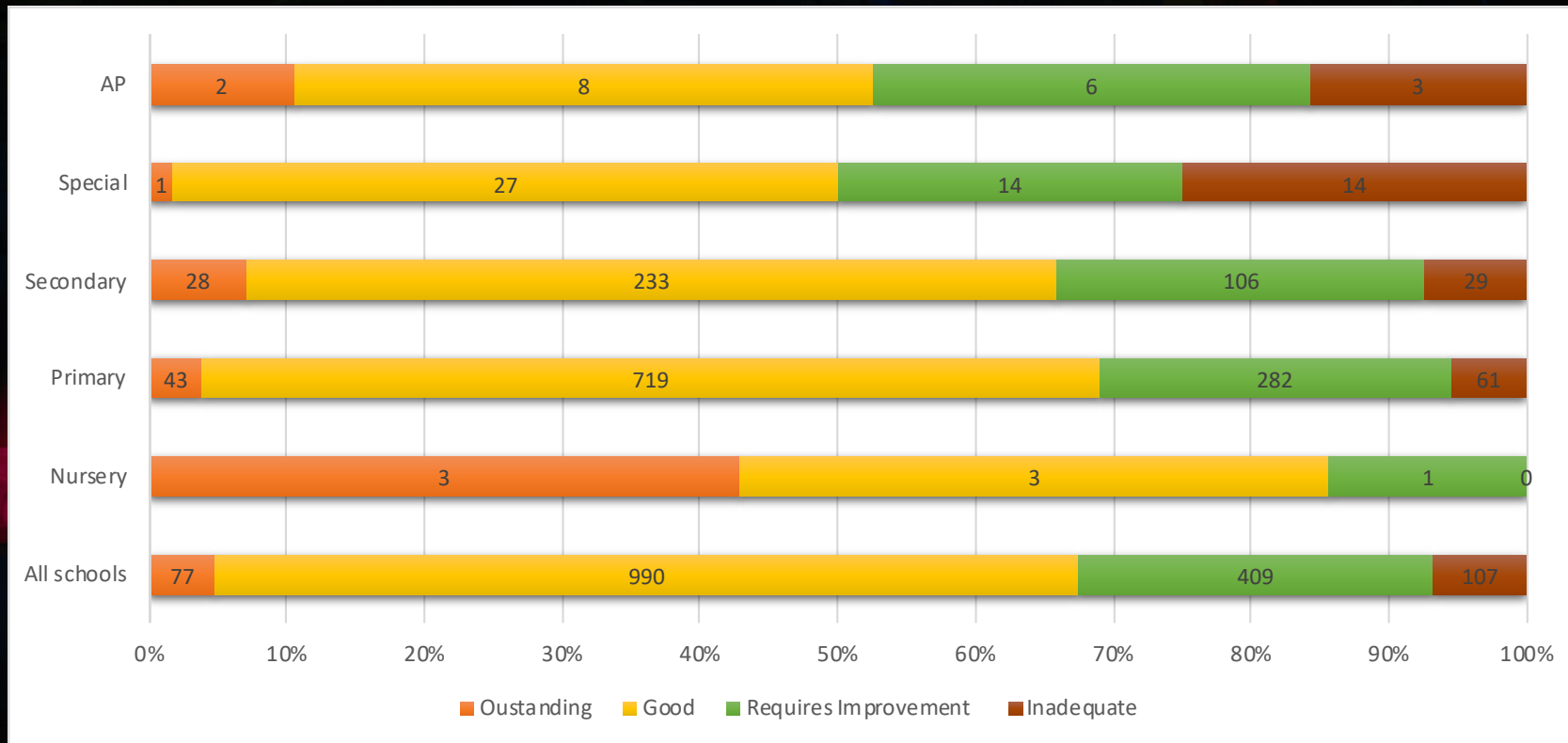
Alternative Provisions

Process for Commissioning a place at AP

3) Quality assurance of the provision

Alternative Provisions

Overall effectiveness of schools inspected in 2022, by phase



Source: State-funded school inspections and outcomes: management information as at May 2022 (DfE, 2022)

Alternative Provisions

Process for Commissioning a place at AP


3) Quality assurance of the provision

Prior to visiting the provision to complete an initial quality assurance exercise, leaders 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.**

Alternative Provisions

CET Expectations




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SGF9:
Alternative Provision
 Quality Assurance Document

Provision name	[Redacted]
Visit Date	26.04.22 & 28.04.22
Visit Completed By	Laura Brett & Jessica Sadler
Signed	

Key contacts

Role	Contact number	Email
Head of Centre	Norman [Redacted] 01493 [Redacted]	[Redacted]
Designated Safeguarding Lead	<p>Child Protection Team</p>  <p>DSL: [Redacted] Minter head@ [Redacted] norfolk.sch.uk 01493 [Redacted]</p>	
Point of contact	Norman [Redacted] 01493 [Redacted]	[Redacted]

The provision

Provision name	[Redacted] SRB
Is the provider registered with Ofsted (provide DFE number)	URN: 1205 [Redacted]
Last Ofsted visit date	11-12 June 2019
Most recent Ofsted judgment	Good
Link to Ofsted report	http://www.[Redacted].ofsted-report-june-2019.pdf
Link to the provisions' website	http://www.[Redacted].norfolk.sch.uk/srb-unit-and-sen/srb/
Link to Safeguarding Policy	http://www.[Redacted].safeguarding-policy-sept-21-1.pdf
Link to Health and Safety Policy	http://www.[Redacted].health-and-safety-policy-nov-20.pdf
How many children are on their roll?	212
Staff numbers	SLT: 3; Teachers: 9 (& 2 SLT); Support staff: 18; Nursery staff: 4; Office: 3; Kitchen: 3; Cleaning: 5; MSA: 6; Before/after school clubs: 7
How many staff are first aid trained (and when does this expire?)	

Access and Physical Security

Site secured?

school grounds is open – people are able to enter the Reception area freely. Public door through to the main school and this is coded. The external doors found are unlocked but the rest of the external doors are locked. There is a [Redacted] the school site.

Access gained by students/parents/visitors

signed in by the Reception staff into a visitor book. released to enter by an internal switch – I was met at the door. A sign leaflet was given to me outlining visitor procedures – there is also and names of the DSLs and what to do if you have a concern about a child.

Is there a secure area?

door to the main school building is secure and the window through to the [Redacted] table.

Is it available? How is this monitored securely?

Pre-timed time supervision arrangements

duty in the playground. The SRB have their own separate arrangements.

Regarding current site security arrangements?

Quality Assurance visits are always completed before a provision is commissioned. Follow-up visits should be undertaken every 6 months.

Alternative Provisions

CET Expectations

The Education (Independent School Standards) Regulations 2014


Part 3: Welfare, health and Safety of pupils

7. The standard in this paragraph is met if the proprietor ensures that:
- a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
 - b) such arrangements have regard to any guidance issued by the Secretary of State.
16. The standard in this paragraph is met if the proprietor ensures that:
- a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
 - b) appropriate action is taken to reduce risks that are identified.



Alternative Provisions

CET Expectations


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SGF9a – Quality Assurance post-visit risk assessment

Date completed: 28.04.22
 Visit completed by: Laura Brett
 Risk assessment completed by: Laura Brett

Area	Evidence base	What we are worried about	Mitigation	RISK
Leadership and Management	<ul style="list-style-type: none"> - DSLs are appointed. - Prevent, E-Safety & Attendance leads are in place. - A Safeguarding policy is in place & available on the school website. - Many aspects of specific Safeguarding and Child Protection Issues (as per KCSIE 2021) are in the policy, although some are missing. 	<ul style="list-style-type: none"> - Lacking KCSIE 2021 updates: Child abduction, children in the court system, homelessness, HSB, fostering, work experience, children staying with host families - Certificates not seen 	<ul style="list-style-type: none"> - Safeguarding display communicate who the DSLs are - Safeguarding leaflets communicate who the DSLs are - Photos of DSLs on school website. 	
Site Security	<ul style="list-style-type: none"> - Access to school site is through an open gate into the car park. - Access from Reception to main school is through a door that requires a code to enter. - When leaving, this door is opened by internal switch. - External doors are locked unless they open onto the playground. - There is no CCTV. 	<ul style="list-style-type: none"> - Gate to site is open. 		

SGF9a – Quality Assurance post-visit risk assessment

SGF9a – Post QA visit Risk assessments are completed and uploaded without delay.

Alternative Provisions

Process for Commissioning a place at AP

3) Quality assurance of the provision




Prior to visiting the provision to complete an initial quality assurance exercise, leaders 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 social networking, the use of social media and e-safety, making the school's expectations clear.
- 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.
- Ensure that the provider is transparent with costs and that the service you are commissioning is value for money and appropriate to the needs of the child/young person.
- Some documents won't be available prior to your visit, those you are unable to source, must be sourced during the visit.

Alternative Provisions

CET Expectations

Documents > Alternative Provision > ABS

 Name ▾	Modified ▾	Modified By ▾	+ Add column ▾
 Example Provision	May 26	Louis Donald	
 Summary tracking spreadsheet.xlsx	July 4	Louis Donald	

Alternative Provisions

CET Expectations





Name Box	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U
	Name	Year Group	PP (Y/N)	SEND	Provision Name	Start Date	End Date	Ofsted judgement and inspection date	Ofsted registered provision?	Contact Name	Telephone	Email	Risk Assessment	Safeguarding Visit	Attendance protocols	Curriculum Map	SLA	Progress Report			
1																					
2	Todd Cantwell	8 Y	K	Aspirations	6.9.21	17.12.21	Good - July 2019	Yes	Daniel Farke	01234 567890	daniel.farke@aspirations.com	Yes	Yes	Yes	Yes	Yes	Yes				
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1. Tracking Spreadsheet is maintained and updated regularly.

Alternative Provisions

CET Expectations

Documents > Alternative Provision > ABS > Example Provision

 Name ▾	Modified ▾	Modified By ▾	+ Add column ▾
 Jonny Smith	May 26	Louis Donald	
 Risk assessment review - JULY 2022.pdf	May 26	Louis Donald	
 SGF 9 - QA booklet - MAY 2022.pdf	May 26	Louis Donald	

2. Documents are uploaded without delay to the CET AP SharePoint page



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Process for Commissioning a place at AP

4) Agreeing a placement

Leaders must put in place a service level agreement with the provision.

The service level agreement should cover at a minimum:

- Pupil welfare: safeguarding, child protection and ensuring parents and pupil are aware of the arrangements;
- Attendance monitoring and follow-up of absences using a secure on-line attendance and absence reporting system;
- Meeting the needs identified within a child's Education Health and Care plan;
- Transport arrangements;
- Arrangements for the provision of free school meals where the pupil is eligible
- Arrangements for sanctioning a fixed term or permanent exclusion.
- Pupil outcomes
- Ensuring the child remains a member of the school community
- Careers guidance, to ensure pupils receive their full entitlement to careers information, advice and guidance;
- Post 16 destinations, to prevent young people becoming NEET.
- Frequently reviewing pupils' placements so that they have a better understanding of how well pupils are doing and whether or not the placement continues to meet pupils' evolving needs.

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Process for Commissioning a place at AP

5) Attendance

Children at alternative provision are additionally vulnerable and will be closely monitored. The attendance ambition for children at alternative provision will be the same as they are for any other child.

- Most children at alternative provision will be D coded (dual registered at another school) and the academy is ultimately responsible for ensuring their safety and well-being, including home visits when necessary i.e., in the case of non-attendance
- The alternative provider and the academy **must communicate twice per day** (AM and PM sessions) regarding attendance to ensure regular and effective information is provided to academy leaders.

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Process for Commissioning a place at AP

5) Attendance

Leaders **must establish a clear system** for reporting attendance, **following up absences** and **ensuring that children are always safe**, and **accounted for when they are not present**.

This arrangement **must be clearly set out** in the Service Level Agreement.

- The senior leader with responsibility for alternative provision will ensure arrangements are in place to formally monitor, report on attendance at alternative provision to SLT on a weekly basis, liaising with the DSL, SENCo, Mental Health Lead, LAC coordinator or other key colleagues as necessary.

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Process for Commissioning a place at AP

6) Safeguarding

Leaders must establish a clear system for reporting and receiving Safeguarding Concerns, disclosures and information about children being supported by multi-agency partners.

Commissioning academies must satisfy themselves that providers are compliant with the statutory guidance Keeping Children Safe in Education (2022).

Alternative Provisions

Process for Commissioning a place at AP

6) Safeguarding

Academy leaders must:

- Give providers good quality 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 them to access safeguarding CPD.
- Undertake and monitor good quality risk assessments jointly with the provider, covering both the activity itself and the pupil in the context of the activity. Check that health and safety measures are securely in place.
- Ensure that all other relevant information is shared with providers, including any information on special educational needs, literacy, behaviours that challenge, strategies that have worked in the past, aptitudes and interests.
- Ensure arrangements are in place for working with other relevant services such as social care, educational psychology, drug support services. When a learner has an EHC plan, liaise with the Local Authority.
- Continue to contribute towards multi-agency plans, attending professionals meetings and core groups.
- Report on the progress of the child's learning, to multi-agency partners who are supporting the child.
- Work with the provision, to ensure that arrangements are made to safeguard and promote the welfare of pupils at the school; and such arrangements have regard to any guidance issued by the Secretary of State.
- Continue to maintain accurate safeguarding records relating to the child.

Safeguarding pupils placed in Alternative Provisions



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Louis Donald
Director of Safeguarding



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