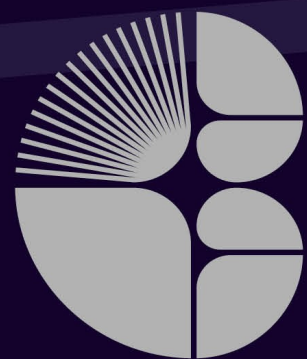# Guidance for Principals and Headteachers

Alternative Provision, Part-Time Timetables, Attendance and Safeguarding

November 2022

Creative
Education
Trust

Forward

This document provides clarity about key aspects of statutory guidance about safeguarding, attendance, part-time timetables and alternative provision. It also includes information about how headteachers and principals must organise quality assurance of each of these areas. The document includes links to various forms and additional sources of advice and online training.

This guidance should help colleagues to ensure that some of our most vulnerable pupils are safe and well-provided for, and that the education they receive prepares them for the next stage in their education, training or employment.

Nicole McCartney

Director of Education

Content

Safeguarding

      Safeguarding Checklist

Part-time or reduced timetables

      Part-time or reduced timetables checklist

      Part time timetable agreement

Alternative Provision

      Alternative Provision Checklist

      CET AP template documents

Safeguarding and Child Protection

Introduction and links to Useful Resources

The following guidance sets out all of CET's requirements upon academies in respect of safeguarding, and indicates how, and when, headteachers and principals should quality assure different aspects of safeguarding provision. The annual CET Safeguarding Audit will, to a large extent, be an exercise that 'quality assures your quality assurance.' The audit is not, of course, a substitute for your own ongoing checks that assure you there is a culture of safeguarding in your school, and that staff follow the processes and procedures necessary to keep pupils safe.

All 'musts' in this document relate either to statutory requirements, or to CET requirements, that all academies need to meet. None of these requirements are 'new'; the document pulls together advice that has been previously issued so that headteachers and principals have it in one place.

There is a suite of electronic and printed CPD resources that make clear how these requirements can be met.

Links to the key resources are as follows:

- Managing Allegations and Safeguarding Concerns against adults training for Principals/HTs
- Using CPOMS StaffSafe
- Reviewing Case Records
- Evaluating Effective Safeguarding
- Understanding The Single Central Register
- KCSIE 2022 – What's Changed?
- Prevent Update (2022)
- Quality Assuring Alternative Provision
- Thresholds, Escalation and Referrals
- KCSIE 2022 (part 1) audiobook with slides
- Ofsted (governance) safeguarding meeting
- CET: Safeguarding Governance
- Safeguarding pupils in Alternative Provision
- Managing Allegations against adults – webinar for Principals and Headteachers

This list is updated regularly, with new webinars launched on the CET Safeguarding hub. The password is: CETDSL

If you are unsure as to how to meet a particular requirement, either because there is no specific CPD resource attached to it, or because you are unclear about any aspect of the content of any guidance, then please contact Louis Donald, Director of Safeguarding, who will assist you.

Creative Education Trust believes that a child or young person should never experience abuse of any kind. We have a responsibility to promote the welfare of all children and young people and keep them safe. We are committed to acting in a way that protects them.

Each academy within CET has an academy-specific Child Protection Policy published, which must be published on their website.

Ensuring Statutory Guidance is Read and Understood by All

The government guidance, *Working Together to Safeguard Children (2018)* and *Keeping Children Safe in Education (2022),* are the essential national safeguarding documents and give practical guidance on implementing legal requirements.

Principals and Headteachers must ensure that:

- There is at least one printed copy of each of the above documents and that these are accessible to staff.
- All adults working within the academy must be issued with their own copy of Part One (or Annex A, if appropriate.[1]) of *Keeping Children Safe in Education (2022)* and subsequent iterations of this document, as soon as they become available
- Time is given for staff to read the document, who must confirm by return that they have both read and understood the document.
- CET provides an audiobook version of part one of *Keeping Children Safe in Education (2022)* as a differentiated approach that ensures all staff can access the document.[2] You must ensure that any staff who might struggle to access the text version are given access to, listen to, and confirm that they have understood the audio version of the guidance

Safeguarding Training

Principals and headteachers must ensure that:

- all staff receive annual safeguarding training, which includes, but need not be limited to, the CET annual safeguarding training materials as issued by the Director of Safeguarding and that a record of attendance is maintained
- they check, periodically, the training record and take appropriate and timely action should any colleague have not completed their training by the relevant deadline
- Designated Safeguarding Leads undertake formal training at least every two years; and receive regular updates (at least annually).

Roles and Responsibilities

The headteacher/principal in each academy is responsible for ensuring the Designated Safeguarding Lead is effective in their role of providing and accessing high-quality services to safeguard and promote the welfare of children and young people accessing provision from their academy, including by:

- offering day-to-day support and guidance to the DSL as necessary;

- overseeing the promotion of safeguarding throughout the academy, ensuring all staff are appropriately trained and aware of their responsibilities;

- ensuring cover is provided where necessary in the absence of the DSL;

- offering supervision to the DSL in relation to their role and decisions made;

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[1] Annex A is a condensed version of Part one of Keeping children safe in education. It can be provided (instead of Part one) to those staff who do not directly work with children.

[2] Staff are made aware of this during their induction, our annual safeguarding training.

- ensuring that a senior member of staff is designated as the person in charge of Looked After and previously Looked After Children and receives appropriate training;

- encouraging pupils and parents to inform the academy of any concerns;

- working with the representatives of the Academy Council/AIB and others, where necessary, to put mechanisms in place to ensure that pupils requiring safeguarding measures are monitored in relation to their situation and progress with their learning;

- ensuring all recruitment procedures follow safeguarding best practice based on advice;

- contributing as appropriate to quality assurance processes; and

- ensuring sufficient allocation of time given to DSLs to undertake the role.

- Quality assuring safeguarding documents and records, including the Single Central Register, CPOMS/MyConcern records, 'Ofsted 8am' documents and quality assurance documents mentioned throughout this handbook

Managing Allegations and safeguarding concerns about adults working across CET

CET takes allegations against members of staff very seriously and acknowledges that if concerns are not addressed as early as possible, they can create unsafe working environments and leave staff and children increasingly vulnerable.

CET has a *Managing Safeguarding Concerns and Allegations Policy* which must be followed in all cases where concerns are identified in relation to an adult's conduct which affects/could affect pupil(s) welfare or that may result in a potential safeguarding issue.

Concerns about colleagues in the context of pupil welfare and safeguarding may arise in a number of ways, for example (but not limited to):

- poor attitude or practice that potentially impacts on the general well-being of children and that needs addressing;

- aspects of poor practice witnessed by others;

- staff speaking against the ethos of the academy;

- non-compliance with trust's policies and procedures relating to safeguarding.

More specifically, allegations may be made against an adult working within CET by a child or colleague in relation to abuse. All of the above will be seen as reportable matters, and discussions must take place without delay with the principal/headteacher.

Certain allegations in relation to staff must be reported by the headteacher/principal to the Designated Officer (LADO), who is the statutory lead for dealing with and advising about such issues, specifically where a member of staff has:

1. behaved in a way that has harmed a child, or may have harmed a child;

2. possibly committed a criminal offence against or related to a child;

3. behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or

4. behaved or may have behaved in a way that indicates they may not be suitable to work with children;

Internal decisions in such cases should not be finalised without the advice of the LADO.

As part of our MAT-wide approach to safeguarding, we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the trust (including supply teachers, volunteers, and contractors) are dealt with promptly and appropriately.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children;

- having 'favourites';

- taking photographs of children on their mobile phone, contrary to the academy's policy;

- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,

- humiliating pupils.

Low-level concerns about a member of staff must be reported, without delay, to the headteacher/principal.

In the case of allegations/concerns relating to a member of the CET Central Team, they should be directed to the Chief Executive.

Sometimes people know or believe that practice is not acceptable but feel unable to respond because they fear:

- they might not be right to have the concerns that they do;

- for their own job and prospects if they report another colleague;

- being isolated by other staff;

- what might happen to the member of staff in the long term.

It is particularly difficult if staff members are also close friends and/or partners in a relationship. The reasons why staff may not wish to report their colleagues have to be understood.

It must be recognised that the child's welfare always remains paramount, and it can be very easy to lose sight of the impact on others of being on the receiving end of unacceptable and sometimes illegal behaviour.

Issues about attitude and poor practice may be dealt with internally and as part of the member of staff's professional development. However, if such concerns are persistent and any plan with that member of staff has not brought about the necessary improvement, advice should be sought, and appropriate people included in the decision-making process.

Principals and headteachers must ensure that CPOMS StaffSafe records are made, and capture all decisions, discussions, and the rationale made for those decisions.

The Director of Safeguarding must be notified of any referrals to the Designated Officer.

Safer Recruitment

As part of our safeguarding culture, we have in place robust recruitment procedures that deter and prevent people who are unsuitable to work with children from applying for or securing employment, or volunteering opportunities with the trust.

Principals and headteachers must promote a robust safer recruitment approach to every appointment, no matter how junior, or senior the role.

CET maintains a record of pre-appointment checks carried out in each academy within the MAT, referred to in the Regulations as 'the register', and more commonly known as the 'single central record' (SCR). This also includes members and trustees of the academy trust.

Principals and headteachers must quality assure the SCR, with the Designated Safeguarding Lead and the person responsible for its daily upkeep, at least once per half term. Appropriate records, evidencing these checks, must be made.

External Visitors

Principals and Headteachers must ensure that there are appropriate systems in place for managing visitors, and that an adult about whom no checks have been completed against is never left unsupervised with a pupil.

Volunteers

Volunteering brings mutual benefits to pupils, staff, parents, volunteers and the local community.

The headteacher/principal must not accept the help of volunteers if they believe that this is not in the best interest of the children.

The headteacher/principal must ensure that a written risk assessment is undertaken and use their professional judgement and experience when deciding what checks, if any, are required.

The risk assessment will consider:

- the nature of the work with children, especially if it will constitute regulated activity, including the level of supervision

- what the establishment knows about the volunteer, including formal or informal information offered by staff, parents and other volunteers

- whether the volunteer has other employment or undertakes voluntary activities where referees can advise on their suitability, and

- whether the role is eligible for a DBS check, and if it is, the level of the check, for volunteer roles that are not in regulated activity.

Details of the risk assessment must be recorded and retained locally by the academy.

Relationship and Sex Education

All schools with a **secondary phase** (including all-through and middle schools) must provide:

- **Relationships and sex education (RSE)**

  o This replaces the former need to provide sex and relationships education (SRE), but is more about formalising the expectations than radically changing what you teach

- **Health education**

  o You probably already covered parts of this in personal, social, health and economic (PSHE) education, which used to be optional for state-funded schools

All schools with **a primary phase** (including all-through and middle schools) must provide:

- Relationships education
- Health education

Primary schools aren't required to provide sex education, but the DfE recommends you put a programme in place if you don't have one already.

You must have an RSE policy

- You need a policy in place and you must consult parents to develop and review it.
- You must also publish a written statement of your RSE policy on your website.

Pupils can be withdrawn from sex education

- Parents have the right to withdraw their child from part or all of the sex education delivered as part of RSE, unless you feel there are 'exceptional circumstances'.

- They can do this up until 3 terms before their child turns 16. After that, it's the child's decision.
- You must process parents' requests to withdraw their child from sex education, even if they decline an invitation to discuss it.
- If a pupil is withdrawn, it's your responsibility to make sure they receive appropriate, purposeful education during the withdrawal period.
- Parents can't withdraw their child from the relationships education in RSE or health education.

Pupils can't be withdrawn from required subjects

- Parents can't withdraw their child from relationships or health education.
- If a pupil is withdrawn, it's your responsibility to make sure they receive appropriate, purposeful education during the withdrawal period.

Checklist – Principals and headteachers can work through this table, to offer evidence that safeguarding quality assurance is completed on an ongoing basis. The annual CET Safeguarding Audit is not a substitute for your own quality assurance work – but the following document can be used to evidence the work you do to check on safeguarding culture and adherence to policies and practices:

Requirement	Checked when	RAG	Evidence base
Principals and headteachers must ensure that all staff receive annual safeguarding training, and a record of attendance is maintained.	Sept 2022		
Principals and headteachers must ensure that Designated Safeguarding Leads undertake formal training at least every two years; and receive regular updates (at least annually)	Sept 2022		
Quality assurance of safeguarding documents and records, including the Single Central Register, CPOMS/MyConcern records, and the quality assurance documents mentioned throughout this handbook	At least once per fortnight in a formal 1:1 meeting		
Ensuring that CPOMS StaffSafe records are made, and that these capture all decisions, discussions,	Ongoing		

and the rationale made for those decisions.			
The Director of Safeguarding must be notified of any referrals to the Designated Officer.	Ongoing		
Principals and headteachers must ensure a robust safer recruitment process around every appointment, no matter how junior, or senior the role.	Ongoing		
Principals and headteachers must ensure that there are appropriate systems in place for managing visitors, ensuring that an adult of whom no checks have been completed against is never left unsupervised with a pupil.	Sept 2022		
The required CET safeguarding and child protection policies are made suitably 'bespoke' and are placed on the school's website by 1st October 2022.	1st October 2022		
The CET Principals annual 'assurances' declaration is returned by 1st October 2022	1st October 2022		

The SCR has no gaps and evidences that all of the required pre-employment checks are made	Once per half term		
The Ofsted '8.00am documents' that relate to safeguarding are prepared and reviewed at least once per term	Reviewed monthly with the DSL and at each AC/AIB meeting		
That all staff, including support staff, have engaged in – at least – the annual CET safeguarding training package and returned to the Designated Safeguarding Lead a SGF7 INSET return form	1st October 2022		
Making the checks as required to be recorded on the CET QA form before any AP is contracted	Ongoing		
Ensuring that allegations against staff (including low level allegations) are handled in accordance with the CET Allegation Management Policy	Ongoing		
Ensuring that appropriate internet monitoring and filtering systems are in place across the academy, and that those systems are being used effectively.	Ongoing		

Leaders sample pupil voice termly, and through the annual CET online Behaviour and Safety Survey and the annual CET Harmful Sexual Behaviour Survey, taking appropriate actions thereafter (Leaders report to the Academy Council/Academy Improvement Board in respect of progress in relation to the above.)	Termly		
Day-to-day support and guidance is offered to the DSL as necessary;	Ongoing		
Ensure cover is provided where necessary in the absence of the DSL;	Ongoing		
Offer supervision to the DSL in relation to their role and decisions made;	Ongoing		
Ensure that a senior member of staff is designated as the person in charge of Looked After and previously Looked After Children and receives appropriate training;	Sept 2022		
Encourages pupils and parents to inform the academy of any concerns;	Ongoing		
Work with the representative of the Academy Council/AIB to put mechanisms in place to ensure that pupils requiring safeguarding measures are monitored in relation	Ongoing		

to their situation and progress with their learning;			
Ensure all recruitment procedures follow safeguarding best practice based on advice;	Ongoing		
Ensure sufficient allocation of time given to DSLs to undertake the role.	Ongoing		

Part-time or reduced timetables

Creative Education Trust

Introduction

This guidance sets out the statutory position and expectations in relation to part-time/ reduced timetables and identifies the exceptional circumstances in which it may be appropriate to place a pupil upon one. It sets out the procedures that must be followed to ensure that the school's safeguarding responsibilities are met; that children obtain their legal right to a full-time education, and that both attendance and absence is recorded correctly on school registers. The guidance also explains what schools must do if a part-time timetable is to be agreed.

Where the word 'must' appears in what follows, this indicates either a statutory or a CET requirement that headteachers and principals need to ensure is met.

Queries about part-time timetables, or about attendance recording and monitoring more generally, should be directed towards Luke Bowers, Director of Performance.

What is a part time/ reduced timetable?

All children of compulsory school age are legally entitled to receive a suitable full-time education and local authorities have a statutory duty to ensure that all children in their area receive such an education. The Local Government Ombudsman recommended (in its report *Out of school…out of mind* (LGO. 2011)) that the number of hours of teaching per week considered to represent full-time education is as follows:

- Reception and Key Stage 1 (R, Y1 and Y2) - 21 hours
- Key Stage 2 (Y3 to Y6) - 23.5 hours
- Key Stage 3 (Y7 to Y9) and Y10 - 24 hours
- Y11 - 25 hours

The assumption is that pupils should receive full-time education consistent with their Key Stage. A timetable is considered reduced when it consists of something less than that which is provided to the majority of the pupil's peers in that setting. As a rule, schools are only permitted to provide less than full-time education, including placing a pupil on a reduced timetable, in very exceptional circumstances.

In cases where children are missing for less than 20 minutes of a school day, this is not considered to be part-time/reduced timetable and there is no need to notify the local authority of these children in this circumstance.

When might a part-time/reduced timetable be appropriate?

- As part of an in-school support package - school, parent/carer and other professionals agree that a short-term (no longer than 6 weeks) reduced timetable would support a pupil who has become disaffected, to be supported back into full time provision
- For medical reasons – if a pupil has a serious medical condition, where recovery is the priority outcome. These arrangements would be part of a "medical plan" agreed between the school and health professionals. Please see the DfE statutory guidance *Ensuring a good education for children who cannot attend school because of health needs 2013* before offering a reduced timetable for this reason.

- Reintegration **-** as part of a planned reintegration programme into school following for example, an extended period out of school following exclusion, non-attendance, school refusal etc.

Key points to consider

- Prior to placing a child on a part-time/reduced timetable, schools must carry out an assessment using Early Help to establish whether there are wider needs and identify the support needed from external agencies.

- A risk assessment must also carried out addressing any actual or potential safeguarding, welfare, offending or harmful behaviour concerns that may result from a change in the pattern of school provision is essential.

- A part-time/reduced timetable must **not** be treated as a long-term plan and should be time limited. The maximum length of a part-time timetable is six weeks. The arrangement should always specify an end-date by when it is expected that the child will return to full-time education (or when an alternative will be provided).

- Any part-time/reduced timetable arrangements must be regularly reviewed, in light of any changes to the child's circumstances and with the initial review date to take place within the 2 weeks of the start date of the reduced timetable. If this time needs to be exceeded the headteacher/principal must seek approval from their line manager.

- A part-time/reduced timetable should provide a means of achieving re-integration to full-time education swiftly. It must never be used as a form of inadvertently excluding a pupil from school for part of the school day or as permanent provision.

- A child on a part-time/reduced timetable could be a 'persistent absentee' in law should the number of sessions the child is not expected to attend constitute more than 10% of all available sessions.

- The objectives of any part-time/reduced timetable must be clearly recorded in writing and understood by both the pupil and their parents/carers

- Any proposal to use a part-time/reduced timetable arrangement must be discussed with the parent/carer before the arrangements start. There should also be a 'step-up plan', where the child hours are increasing each week until they are full time and support put in place for a successful reintegration.

- A parent/carer must consent (and not be 'coerced') to a part-time/reduced timetable by signing an agreement form (an example of which can be found in Appendix 1). The agreement form must make explicit that they are consenting to the arrangements; that they are taking responsibility for the pupil when he/she is not in school; and that they are guaranteeing that the pupil will be supervised off site.

Vulnerable Groups - additional considerations

Pupils with an Education, Health & Care Plan

- It is unlawful for schools to discriminate against pupils on the basis of their special educational needs and/or disability

- A staged part-time/reduced timetable must only be used for a pupil with an Education, Health & Care Plan in very limited circumstances and when agreed with relevant agencies such as SENAR and the Education Psychology Service.

- A pupil should not be put on a part-time/reduced timetable because of their special educational need as this may constitute discrimination. Special educational needs in some circumstances may also be a disability and therefore constitute a protected characteristic under the Equality Act 2010.

- Schools must ensure that the provision specified in the EHC plan is delivered in order to meet the child's needs and secure their statutory entitlement

Children in Care

A part-time/reduced timetable should only be implemented for children in care in very limited circumstances and only with the consent of both the child's social worker and the Virtual School.

Children subject to a child protection/child in need plan

Children on child protection/child in need plans are very vulnerable and may be at greater risk if placed on a reduced timetable. Therefore, a part-time/reduced timetable should only be implemented in the most **exceptional** circumstances; only where it has been agreed following a core group meeting; and only with the agreement of the child's social worker.

Reception age pupils

For reception age pupils it is common practice to stagger admissions and gradually integrate the children into school. For the untimetabled sessions reception children are not expected to attend, the registration mark would be code X. This code can only be used for the first three or four weeks of the academic year. This is not considered to be part-time/reduced timetable and there is no need to notify the trust of these children in this circumstance.

A small minority of children who are not 'school ready', may need an extended integration period to support their emotional and developmental needs. In this circumstance, the child would be regarded as being in receipt of a part-time/reduced timetable and an appropriate plan must be agreed in partnership with parents and signed consent recorded. The Headteacher/Principal must notify their line manager of these arrangements. The agreement must focus on ensuring that full-time attendance is achieved no later than the term following the child's 5th birthday. The correct code for the session the child is not expected to attend is code C, regardless of whether the child is of compulsory school age or not.

Unlawful exclusions

A part-time/reduced timetable that does not have clearly defined objectives, a specified end date, a review process, and/or the consent of parents/carers may be considered an unlawful exclusion by Ofsted and Creative Education Trust.

What the law says

The Department for Education's *School attendance: Guidance for Schools* states:

'Can a school place a pupil on a part-time timetable?

As a rule, no. All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances there may be a need for a temporary part-time timetable to meet a pupil's individual needs. For example, where a medical condition prevents a pupil from attending full-time education and a part-time timetable is considered as part of a re-integration package. A part-time timetable must not be treated as a long-term solution. Any pastoral support programme or other agreement must have a time limit by which point the pupil is expected to attend full-time or be provided with alternative provision.'

The report also established that all schools should notify the Local Authority of any part-time education arrangements. This includes schools maintained by the Local Authorities, Academies, Free Schools and Independent Schools. The local authority has a statutory responsibility to identify and track any pupil missing education. Any pupil on a reduced timetable is deemed to be at risk of missing education and therefore needs to be identified and tracked.

It is important to highlight that there is no statutory basis upon which to establish a reduced timetable. This arrangement must be in the interests of the child and not the school.

Safeguarding

Section 157 and 175 of the Education Act 2007 places a duty on Local Authorities and schools to exercise their functions with a view to safeguarding and promoting the welfare of children. Schools must have regard and consideration for the safeguarding issues and the impact this might have on a child when considering a reduced timetable.

Schools have a safeguarding responsibility for all pupils on their roll and therefore must be aware that even with parental agreement to any arrangement they make, they are responsible for the safeguarding and welfare of pupils off-site during school hours.

Risk Assessment

When considering a part-time timetable, schools must consider the safety and wellbeing of the pupil in terms of whether a reduced educational offer would increase their vulnerability and place them more at risk of potential harm. A risk assessment should be conducted to address:

- the safety and wellbeing of the child as it is likely the child will be spending more time at home
- any Child in Need/Child Protection concerns
- the risk of the pupil engaging in criminal activity (the Youth Offending Team should be consulted in the case of known offenders)
- the risk of substance misuse, child sexual exploitation or other such issue, while not in receipt of education during the school day.

Where a pupil moves school and has at any point been on a part time timetable all information relating to this must be sent to the receiving school.

Registration Marks

Where a part-time/reduced timetable has been formally agreed, the sessions the child is not expected to attend must be marked with code C for 'other authorised circumstances' unless arrangements for attendance at a supervised alternative provider are made. In that instance code B can be used for session but only if they attend the alternative provision on that day. By using code B the school is stating that the education is supervised and that the child is safe.

Code B must not be used for work/online packages the child is expected to do at home without supervision.

Even if the child does not attend the session they are expected to be in school, Code C must be still used for the sessions it was agreed they did not have to attend. No other code can be lawfully used.

Appendix 1

School/Parent Part-time/Reduced Timetable Agreement

Parent/Carer

I understand my child has been placed on a part-time/reduced timetable for a limited period of time. I have discussed the matter fully with the school and agree, during the period of the part time timetable to:

• Take full responsibility for my child during the hours when not attending school
• Work with the school on the reintegration of my child back into school full time education
• Ensure there is supervision of school work
• Ensure there is a flow of work between school and home for marking and guidance
• Take full responsibility for the health and safety of my child when they are not in school

Parent/Carer Signature: _____ Date:_____

School

During the period of the part-time/reduced timetable the school will:
• Monitor the effectiveness of the part-time/reduced timetable
• Listen to the voice of the child
• Arrange and hold regular reviews on the agreed dates
• Provide work for the child to do whilst at home and mark all work completed
• Work with the parent to ensure the swift reintegration of the child back into full time education
• Seek the advice of agencies as necessary with the consent of the parents

School Signature:_____ Date:_____
Child's Signature (if appropriate):_____
Date:_____

Start of reduced timetable_____

Review meeting_____

Agreed timetable:

	Monday	Tuesday	Wednesday	Thursday	Friday
AM					
PM					

Checklist – Principals and Headteachers can work through this table, to offer an evidence about that the systems that ensure each requirement area is met.

Requirement	RAG	Evidence Base
Clear educational and/or medical rationale for the establishment of the reduced timetable		
Clear evidence from staff and/or external providers (CAMHS, NHS etc) which supports the rationale		
Establish the construct of the timetable, period by period, for a maximum of six weeks.		
Principal/Headteacher to sign off the approval of reduced timetable – to confirm the circumstances for its establishment are "exceptional"		
Notify the appropriate contact in the Local Authority		
Use of appropriate attendance codes for the reduced timetable		

Conduct a review meeting after 2 weeks with key staff		
Cleary establish a reintegration plan for the conclusion of the reduced timetable		
Conduct an end of cycle meeting with key staff		

Alternative Provision
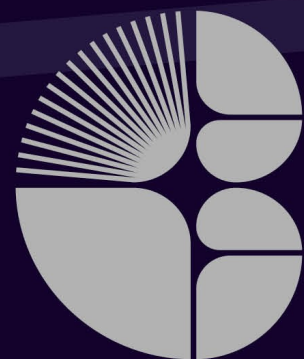
Introduction

This guidance is based upon Section 19(1) of the Education Act 1996, which defines the exceptional provision of education in pupil referral units or elsewhere, such as Alternative Provision providers.

It follows the Alternative Provision Statutory Guidance, which provides a set of guiding principles that Creative Education Trust academies must follow to ensure that children and young people benefit from high quality provision, which is safe, secure and appropriate to pupil needs.

All Creative Education Trust academies are expected to have regard to this guidance in order to ensure statutory compliance and the safeguarding of children across the trust.

This guidance is split into three parts:

Section 1: Information about Alternative Provision
Section 2: Process for commissioning a child to attend an Alternative Provision
Section 3: Monitoring a child attending an Alternative Provision

Section 1: Information about Alternative Provision

What is Alternative Provision

Alternative Provision is defined as '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' (DfE 2013). Academies can use such provision to try to prevent exclusions, or to re-engage pupils in their education.

Pupil referral units are themselves a form of alternative provision.

It is expected that this guidance will be used by academies to commission Alternative Education for Children and Young People who are: -

- At risk of exclusion; or
- from school on a fixed term basis; or
- At risk of disengaging from mainstream education and/; or
- Require additional support during a negotiated transfer between mainstream academies; or
- Otherwise require Alternative Education provision to meet their educational entitlement, for instance in line with an Education, Health and Care Plan.

What is Good Alternative Provision?

Good alternative provision is that which appropriately meets the needs of pupils, which required its use and enables them to achieve good educational attainment on par with their mainstream peers.

All pupils must receive a good education, regardless of their circumstances or the settings in which they find themselves.

Provision will differ from pupil to pupil, but there are some common elements that alternative provision should aim to achieve, including:-

- 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. (DfE 2013)

What leaders should know about alternative provision

- 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.

Department for Education Registration Requirements

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.**

Definition of full-time Education

"Full-time education" is not defined in law but the DfE consider an institution to be providing full-time education if it is intended to provide, or does provide, all, or substantially all, of a child's education. Relevant factors in determining whether education is full-time including:

a) the number of hours per week that is provided - including breaks and independent study time;
b) the number of weeks in the academic term/year the education is provided;
c) he time of day it is provided;
d) whether the education provision in practice precludes the possibility that full-time education could be provided elsewhere.

Generally, the DfE 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.

Inspectors from Ofsted may inspect any premises if they have reasonable cause to believe that an unregistered independent school is being conducted there. At such inspections, inspectors will assess whether the school meets the definition of an independent school, which will include

All pupils must receive full-time provision in total, whether in one setting or more, unless a pupil's medical condition makes full-time provision inappropriate.

Ofsted and Alternative Provision

If you have pupils attending off-site alternative provision, inspectors will:

- Evaluate how you've made sure that these placements are suitable and safe, and will meet pupils' academic/vocational/technical needs, pastoral needs and SEND needs (if appropriate)
- Normally visit a sample of part-time unregistered off-site units (this may be done remotely) to assess how adequate your quality assurance process is
- Speak to a selection of pupils who attend off-site provision, where possible, including potentially through video or telephone calls

Inspectors will consider:

- Why you've considered off-site provision to be the best option for the pupils concerned and whether you've kept this under review
- Whether you've made the appropriate checks on the registration status of the provision
- What safeguarding checks you've made and continue to make to make sure the provision is a safe place for your pupils to attend
- The extent to which you make sure 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

If inspectors find that full time online provision is being used, they will want to assure themselves that the commissioner has assessed the pupil's suitability for independent learning and the safety of their home?

Inspectors will also ask whether this kind of arrangement has become a de facto, informal exclusion; would the pupil be allowed to exclude school and if not, have they actually been excluded and has that been properly recorded? Has the pupil been removed from the school roll and if so does this constitute off-rolling?

The *School Inspection Handbook* makes clear that leadership and management will likely be judged inadequate if **'the school is making ineffective or inappropriate use of alternative provision or is using inappropriate alternative provision (including, for example, failing to ensure the suitability of a provision or not taking responsibility for their pupils who attend alternative provision).'**

Everything else about all other judgement areas could be 'good' or 'outstanding' and weaknesses here, by themselves, would be sufficient to occasion a grade 4 outcome.

Ofsted's guidance makes clear that, given our most vulnerable pupils attend AP, we need to satisfy ourselves that:

Requirement	Implications on Inspection
The curriculum is appropriate for the individual attending AP.	The rationale must be documented and available. It needs to have reference to any SEND and to the pupil's interests, abilities and aspirations. Inspectors will be sensitive to any indication of curriculum narrowing.
Intended curriculum outcomes need to be sufficiently ambitious for the individual pupil	See above. Being overly ambitious is also something inspectors will look for. There is little point in a pupil studying GCSE English in AP if we know the pupil hasn't cracked the phonics code yet, for example.
There must be a mechanism for checking the progress that each pupil is making towards their curriculum goals	Academies often manage to check pupils' attendance and safety well enough but don't have a coherent way of reviewing the progress that pupils are making towards their challenging curriculum goals
There must be a mechanism for checking on the quality of curriculum implementation at the provision	This may be something that school leaders check during visits, or do in collaboration with the local authority
Leaders need to send relevant information about child protection arrangements and the procedures they should follow if they have concerns about a pupil to each AP. Academies need to satisfy themselves as to the quality and scope of safeguarding training that staff at AP have themselves had.	Related documentation must be included within the pack that you present to the inspector.
Leaders must monitor attendance at AP daily. They must use the same attendance codes as AP providers when recording attendance. School leaders must be alerted if a pupil fails to attend unexpectedly. Home visits need to take place where appropriate.	If there are attendance register gaps, this will be pursued during inspection.
Leaders must monitor pupils' behaviour at AP	This must be documented and made available within files passed to the inspector.

Leaders must support providers to access appropriate safeguarding training and information for providers	Record any signposting or training given/offered as well as any evidence of what pupils have received.
School leaders must check whether staff working at AP have had the relevant pre-employment checks	Covered by audit document.
Leaders must track the impact of provision on pupils' personal development and well-being.	Related documentation must be included within files that you present to the inspector.
Leaders must discuss, agree and give to providers information in writing about social networking, the use of social media and e-safety, making the school's expectations clear	Include evidence of this within files that you will present to the inspector.
Leaders must satisfy themselves that each AP is a safe and secure place for their pupils to attend – before any pupils do attend.	The relevant CET AP QA document must be completed in advance of an AP being used. It must be uploaded to the CET portal. Visits should take place each half term as a minimum. The documentation must be ready before inspection and made available on request.
Leaders must check each AP's registration status and satisfy themselves that the provision is not actually an illegal school.	As above.
Leaders must consider ways to track and evaluate the impact of alternative provision on pupils' employability skills.	Leaders must consider this at the planning stage, before selecting provision. Pupils retain entitlements to CIEAG when attending AP.
Leaders must use all of their monitoring information, and understanding of the curriculum and other objectives that inform the AP placement, to regularly review progress with each pupil, developing a plan for reintegration as appropriate.	Evidence of reviews of provision must be included within the files you pass to the inspector.
Governors should gain an understanding of the progress made by pupils who attend alternative provision.	Leaders should report in to the AIB/AC on compliance with the above requirements via the CET safeguarding reporting template.

Section 2: Process for commissioning a child to attend an Alternative Provision

Key points for consideration before commissioning Alternative Provision

- 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?

Identifying a provision

Quality assurance of the provision

Pre-visit

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

- 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 the provider's policies and procedures exist and meet the relevant requirements:

  - The written behaviour policy setting out, amongst other matters, the sanctions to be adopted in the event of pupil misbehaviour
  - Detailed curriculum plans and schemes of work, and student assessment procedures
  - Particulars of arrangements to safeguard and promote the welfare of pupils and how those arrangements have regard to DfE
  - guidance: Keeping Children Safe in Education and Working Together to safeguard children.
  - Anti-bullying policy
  - Health and safety policy
  - Complaints procedure
  - Quality of accommodation

- Qualifications and experience of staff
- Arrangements for administering First Aid
- Fire risk assessment and procedures
- Recruitment and vetting checks for staff and management

- 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 about costs and that the service you are commissioning is value for money and appropriate to the needs of the child/young person.
- Source any documents during your initial visit that were not made available before it

Visiting the provider to conduct a Quality Assurance Visit

Headteachers/principals must satisfy themselves that providers are compliant with the statutory guidance within *Keeping Children Safe in Education (2022)*. A key part of this process must be ensuring that staff at the registered alternative provision have had the appropriate pre-employment checks, for example Disclosure and Barring Service (DBS) Checks.

Before the pupil starts learning at the provision, the Designated Safeguarding Lead (or another senior member of staff) must attend the provision and complete a quality assurance visit.

Using the CET Evidence Gathering Tool (appendix 1), leaders must collate a detailed evidence base around the effectiveness of safeguarding arrangements.

When completing the tool, the visit must always be on site, and never based on previous experience of the provision.

Online provisions

DfE statutory guidance does not contemplate that schools could direct online education based from a pupil's home.

There are very few circumstances where full time provision in this manner would be appropriate. These include where a child has been excluded for a period of five days or fewer and there is no other appropriate AP or cases where the pupil is unable to attend school due to illness and it is not yet necessary for the LA to intervene under Section 19 of the Education Act. Those who have been bullied or school refusers may also attend.

There is an online [accreditation scheme being offered by the DfE](#) that schools can sign up to.

Completing a risk assessment of the provision's safeguarding arrangements

Having returned from the initial quality assurance visit, leaders must consider their evidence base carefully, and use the information to populate a detailed, and carefully considered risk assessment. This risk assessment covers the main points, however leaders must add additional points identified during the visit.

Documentation

All completed documentation must be stored on the [CET Alternative Provision portal.](#)

This includes maintaining the tracking spreadsheet, uploading and maintain provision quality assurance files, and regularly reviewing and maintaining individual pupil files.

This allows for remote support and quality assurance by CET, which is a supplement to, not a substitute for, your own quality assurance.

Academy Councils and Academy Improvements Boards must be updated at each meeting on Alternative Provision and declarations made by the Principal, that all relevant documentation has been checked, and uploaded.

Agreeing a placement

Once all pre-commission quality assurance work has been completed, and uploaded to the CET Alternative Provision portal, 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.[3]

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[3] pupils are legally on the roll of a school and therefore only the pupil's home school can sanction these. However, if a pupil has breached a Provider's code of conduct or poses a health and safety risk to others, the Provider may use their internal procedures to suspend the Pupil from attendance at their provision. Providers should always discuss the use of such a sanction with the pupil's school and agree arrangements during the period of suspension before any action takes place. The provider should notify the school if the placement cannot continue detailing reasons.

- Pupil outcomes [4]
- Ensuring the child remains a member of the school community[5]
- 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.

Commissioning an Unregistered Provider

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.

Where a pupil will attend an unregistered provision, leaders must ensure that together with the provision, they complete the CET SGF9c form (appendix 1). This form will provide the academy with assurance the provision is not operating as an illegal school.

Commissioning an Online Provider

DfE statutory guidance does not contemplate that schools could direct online education based from a pupil's home. There are very few circumstances where full time provision in this manner would be appropriate. These include where a child has been excluded for a period of five days or fewer and there is no other appropriate AP or cases where the pupil is unable to attend school due to illness and it is not yet necessary for the LA to intervene under Section 19 of the Education Act. Those who have been bullied or school refusers may also attend. There is an online accreditation scheme being developed by the DfE that online providers can sign up to, but this is voluntary.

If inspectors find that full time online provision is being used, they will want to assure themselves that the commissioner has assessed the pupil's suitability for independent learning and the safety of their home.

Inspectors will also ask whether this kind of arrangement has become a de facto, informal exclusion; would the pupil be allowed to exclude school and if not, have they actually been excluded and has that been properly recorded? Has the pupil been removed from the school roll and if so does this constitute off-rolling?

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[4] school's commissioning alternative provision must ensure it meets the child's educational and personal needs; Maintaining primary contact with parents, unless it has been agreed with the provider that this is delegated;

[5] such as involvement with extra-curricular activities, social events, parents' evenings, letters to parents or child, and rewards.

Section 3: Monitoring a child attending an Alternative Provision

Attendance

All professionals have a statutory responsibility to safeguard and promote the welfare of children. The tracking and reporting of attendance at alternative provision is an essential component in achieving this.

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.

The senior leader with responsibility for alternative provision is identified in individual academy policies.

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 arrangements for monitoring of attendance, contacting of parents and carrying out safe and well checks will form part of a written individual plan, agreed with the child, parents and alternative provider before the child begins their placement.

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.

Attendance at off-site alternative provision will be monitored daily and we will ensure that swift action is taken when a child does not attend their alternative provision place.

Leaders must make regular visits to the alternative provision to meet the child, their link tutor and to check on their well –being, attendance and academic progress.

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.

Children whose attendance falls below the academy's target will receive support and intervention in line with this policy. The academy will work jointly with the alternative provision to put in place a comprehensive, regularly reviewed, written plan to support better 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.

When visiting a provider, leaders must take with them the attendance certificate of the pupil, and cross-check them with the provisions records.

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

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.

Quality Assurance

Leaders must visit **ensure that a member of staff visits each provisions at least once per half term, or more regularly** if your monitoring indicates that there are safeguarding/attendance/behaviour risks attached to a particular pupil or provider.

On each visit, the attending staff member must complete the SGF9b dynamic safeguarding review form, and upload it to the CET Alternative Provision portal.

When visiting provisions, in addition to speaking with the pupil and recording their views, leaders should consider:

- Academic progress & attainment
- Accreditation including English and maths
- Safeguarding and health and safety (including quality of accommodation)
- Personal development and well-being
- The role of governors
- Pupils' views
- Employability and skills for life – progression to post-16 destinations

Curriculum and SEND

When considering how the provision meets the needs of pupils with respect to their curriculum access, leaders must establish

- 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

Appendix 1: CET Alternative Provision Documents

Tool
SGF9 – Evidence Gathering Tool
SGF9a – Provision Risk Assessment Form
SGF9b – Dynamic safeguarding review for provision visits
SGF9c – Unregistered providers illegal school check form

All these documents can be downloaded on the CET Safeguarding Hub: https://cetsafeguarding.org.uk/alternative-provision/

Checklist – Principals and Headteachers can work through this table, to offer an evidence about that the systems that ensure each requirement area is met in the context of a pupil attending alternative provision.

Requirement	Implications on Inspection	RAG	Evidence base
The curriculum is appropriate for the individual attending AP.	The rationale needs to be documented and available. It needs to have reference to any SEND and to the pupil's interests, abilities and aspirations. Inspectors will be sensitive to any indication of curriculum narrowing.		
Intended curriculum outcomes need to be sufficiently ambitious for the individual pupil	See above. Being overly ambitious is also something inspectors will look for. There is little point in a pupil studying GCSE English in AP if we know the pupil hasn't cracked the phonics code yet.		
There needs to be a mechanism for checking the progress each pupil is making towards their curriculum goals	Academies often manage to check pupils' attendance and safety well enough but don't have a coherent way of reviewing the progress that pupils are making towards their challenging curriculum goals		
There needs to be a mechanism for checking on the quality of curriculum implementation at the provision	This may be something that school leaders check during visits, or do in collaboration with the local authority		
Academies need to ensure relevant information about child protection arrangements and the procedures they should follow if they have concerns about a pupil, is sent to each AP.	Related documentation needs to be included within the pack that you present to the inspector.		

Academies need to satisfy themselves as to the quality and scope of safeguarding training that staff at AP have themselves had.			
Academies should monitor attendance at AP daily. They should use the same attendance codes as AP providers when recording attendance. School leaders need to be alerted if a pupil fails to attend unexpectedly. Home visits need to take place where appropriate.	If there are attendance register gaps, this will be pursued during inspection.		
Academies should monitor pupils' behaviour at AP	This needs to be documented and made available within files passed to the inspector.		
School leaders should support providers to access appropriate safeguarding training and information for providers	Record any signposting or training given/offered as well as any evidence of what pupils have received.		
School leaders must check whether staff working at AP have had the relevant pre-employment checks	Covered by audit document.		
Academies need to track the impact of provision on pupils' personal development and well-being.	Related documentation needs to be included within files that you present to the inspector.		

Academies must discuss, agree and give to providers information in writing about social networking, the use of social media and e-safety, making the school's expectations clear	Include evidence of this within files that you will present to the inspector.		
Academies must satisfy themselves that each AP is a safe and secure place for their pupils to attend – before any pupils do attend.	The relevant CET AP QA document must be completed in advance of an AP being used. It must be uploaded to the CET portal (if you have issues with this, please email Safeguarding@creativeeducationtrust.org.uk). Visits should take place each half term as a minimum. The documentation must be ready before inspection and made available on request.		
Academies must check each AP's registration status and satisfy themselves that the provision is not actually an illegal school.	As above.		
School leaders should consider ways to track and evaluate the impact of alternative provision on pupils' employability skills.	Colleagues need to consider this at the planning stage, before selecting provision. Pupils retain entitlements to CIEAG when attending AP.		
School leaders should use all of their monitoring information, and understanding of the curriculum and other objectives that inform the AP placement, to regularly review progress	Evidence of reviews of provision need to be included within the files you pass to the inspector.		

with each pupil, developing a plan for reintegration as appropriate.			
Governors should gain an understanding of the progress made by pupils who attend alternative provision.	Leaders should report in to the AIB/AC on compliance with the above requirements via the CET safeguarding reporting template.		

Specific actions for Alternative Provision leaders

Requirement	RAG	Evidence base
Visiting each AP at least once every three weeks, and dynamic safeguarding assurance checks are undertaken		
Ensuring that each AP provides daily confirmation of attendance		
Ensuring that each AP provides updates on behaviour and any safeguarding or other concern		
Ensuring that there is a clearly-articulated curriculum rationale for the use of AP in respect of each individual pupil attending		
Ensuring that colleagues with responsibility for SEND, attendance, behaviour, safeguarding and curriculum meet regularly to share information about vulnerable pupils and discuss/review actions		

That CPOMS records meet the quality standards as contained within the relevant appendix to the CET Safeguarding Audit. The record keeping indicates that timely and effective actions are taken when there are concerns about a pupil		
That where actions are taken to check on pupils' non-attendance, CPOMS is updated appropriately		
The school has an up-to-date Prevent risk assessment and staff have had recent (at least annual) training		

Quality Assuring by asking the kinds of questions Ofsted asks

It can be useful to periodically ask leaders and pupils the kinds of questions that inspectors might ask about Alternative Provision, including:

Before inspection during the phone call, the lead inspector will ask:

- Are there any pupils attending off-site provision (either full or part time)?
- Does the school use any off-site units to cater for pupils with behaviour or attendance difficulties either run by the school or in partnership with other schools?
- Names of alternative providers
- Address including postcode of providers
- URN and most recent Ofsted judgement for registered providers
- Number of pupils attending and for how many days / hours
- Other key info: year group, SEND, LAC, EHCP,

Meeting with leader responsible for Alternative Provision:

- Why have you chosen to education pupils off site?
- What checks did you make on the provision before the pupil/s started and what ongoing checks to you undertake?
- How do you know that any unregistered provision is not in fact an illegal school?
- How do you know that pupils are safe when they attend the AP?
- How do you ensure that pupils who attend the AP benefit from a broad balanced and well sequenced curriculum?
- What checks do you make on pupils' attendance at the AP?
- What checks do you make on pupils' behaviour at the AP?
- How does the AP promote pupils' personal development?
- How many young people have been at the setting for longer than short periods of time and why?
- How are you supporting their transition?
- If you have chosen to educate pupils via online AP, how is this in their best interests?
- What checks did you make on the quality of online AP before the pupils started and what ongoing checks do you undertake?
- How do you know that pupils are safe when they are away from school?
- How do you ensure that pupils who attend the AP benefit from a broad, balanced and well-sequenced curriculum whilst online?
- How, and how effectively, does online provision promote pupils' personal development, including speaking and listening skills that they would otherwise develop within the school environment?
- What are your plans for the pupil to return to education at the school? Evidence of reviews and transition plans?

Visit to AP

The inspector will record the following details within their evidence base:

- Name
- Address
- URN
- Time arrived
- Role of staff member showing around:
- Pupils attending today – number overall and number today:

Inspectors will visit at least one unregistered provider that the school is using, and will ask them the following kinds of questions:

Meeting with leader responsible for Alternative Provision:

- Did the school visit your provision in advance of placing the pupil, to check on the safety and suitability of the placement, including the quality of education?
- How many hours provision do pupils receive each day (include details of arrival and leaving time and lunch breaks)? This will allow inspectors to see whether this equates adequately to a full school day
- If the pupil/s does not arrive at the required time, what do you do (let the school know? How soon? Did the school tell them what they expect them to do about non-attendance?)
- What kind of information did you receive about the pupils from the school in advance of the placement (general information, specific about pupil's needs and levels of attainment, literacy difficulties, SEND, medical needs). Was this information written or verbal?
- What information did you receive about the pupils' social, emotional, mental health or behavioural difficulties (if they have any) and how to manage these. Was this information written or verbal?
- Did the school discuss and agree risk assessments for the type of activity the pupils would be doing in advance of the placement? How are these reviewed?
- Did the school you and your staff for any safeguarding checks they had done (DBS checks etc)?
- Do you know what action to take and who to contact if they have any safeguarding concerns?
- Has the school provided you with any written child protection information and any child protection training? What information were you given about acceptable use of social media with pupils?
- How well did the school prepare the pupils for the placement?
- How available is the school to provide support / answer questions if needed?
- How frequently does the school visit and what happens when they do?
- How well do you think the pupils are getting on? What are they particularly making progress with?
- Are the pupils working towards any qualifications? If so – what, at what level, and when should they be achieved?
- What information does the school ask you to give them about the pupil's attendance, behaviour, and progress being made in whatever the pupil is studying (written, verbal, how often?)?
- Where appropriate, does the school have a clear exit/reintegration strategy for the pupil to enable them to return to mainstream/special education, employment or training?
- How many young people have been at the setting for longer than short periods of time and why?
- How are the home school, new school, college or employment setting involved in next steps?

Discussion with pupils who attend AP:

- Why do you attend this / the alternative provision – why was it arranged for you?
- Did you have a choice about whether to have alternative provision?
- Did you have a choice about what type of placement?
- What do you hope to gain from the alternative provision (improvements at school, qualifications, confidence, skills towards a job?
- How do you think are getting on at the provision (happy, do they know who to ask for help, making progress)? Is it helping them? How do they know?
- How do expectations at the placement compare with expectations in school (for example punctuality, attendance, behaviour, appearance, smoking rules)?
- Do you any lessons when they are out, or is the timetable arranged around their provision? How well does this work for them?
- Do you out on any elements of school because they are out? (for example, school activities like sport, musical events, school visits)
- What type of support do you have while at the provider?
- What would you do if they felt worried or unsafe while at the provider? Do you enjoy your time at the AP?
- What do you hope to do in the future? Do you think these schools are helping you get ready for this next step?