

The Alternative Provision Handbook

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Part 1: An overview of Alternative Provision: Government guidance

This guidance is informed by the Schools' White Paper '[Every Child Achieving and Thriving](#)' (2026), alongside [Arranging Alternative Provision: A Guide for Local Authorities and Schools](#) (2025), and 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 (AP) providers.

In line with the Schools' White Paper (2026), there is increased emphasis on inclusive practice, early intervention and ensuring that provision is consistent and high quality. Alternative Provision is part of a broader integrated system of support, with a focus on meeting the individual needs of children and young people while promoting positive educational outcomes.

These documents provide a set of guiding principles that Leicester City schools should follow when arranging Alternative Provision. They emphasise that all children and young people should have access to provision that is high quality, safe, secure and appropriate to their individual needs. There is also an expectation that placements are regularly reviewed to ensure they remain appropriate, effective, and aligned with each child or young person's educational pathway. In line with DFE guidance, placements in alternative provision should be for the shortest amount of time possible, with clear plans for reintegration or a clear pathway to a different school setting or the next phase of education.

1.1: Who is this guidance for?

The term 'commissioners' used throughout this document refers to schools, academies and specialist providers, as well as Local Authority staff who commission alternative educational provision for Children and Young People who are:

- At risk of exclusion from school; or
- Excluded 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 schools; or
- Otherwise require Alternative Education provision to meet their educational entitlement, for instance in line with an Education, Health and Care Plan or is a Child who is Looked After with no school place.

1.2: What is Alternative Provision (AP)?

Alternative Provision: A Guide for LAs and schools (2025) defines AP as:

- education arranged by local authorities for children of compulsory school age who, because of exclusion, illness or other reasons, would not otherwise receive suitable education;
- alternative provision can also be used by schools for children on a suspension (fixed period exclusion);
- and for children being directed by schools to off-site provision to receive education intended to improve their behaviour.

Elective home education (EHE) and special educational provision otherwise than at school arranged under section 61 of the Children and Families Act 2014 (EOTAS) are not a form of alternative provision. EHE is a term used to describe a choice by parents to provide education for their children at home (or elsewhere) instead of sending them to school full-time. EOTAS under section 61 is arranged for children and young people with special educational needs (SEN), typically with an Education, Health and Care (EHC) plan, when it would be inappropriate for the provision to be made in a school, college or other educational institution; often due to the child's

multiple and / or complex SEN Education Act 1996 defined Alternative provision as exceptional educational provision offered in specific circumstances:

Some establishments which are classified as APs are also by default registered schools – these include PRUs, independent special schools and Children’s Hospital Schools. Establishments registered as schools can be found on the DfE website [Get Information About Schools](#) .

A provider of alternative provision should be registered as an independent school if it caters full-time for five or more pupils of compulsory school age; or one such pupil who is looked after or has an Education Health Care Plan.

According to the White Paper, non-school alternative provision (formerly unregistered) can be used for short term ‘intervention’ placements. Non-school providers that are used by Leicester City and Leicestershire are part of a rigorous LA-led quality assurance process, which ensures that they meet the DfE’s recommended National Standards for Non-school AP (see appendix 12). These APs are featured in the Leicester City Alternative Provision Directory which can be found here [School's Extranet](#).

The DfE specify provision of more than 18 hours per week as meeting the criteria of full-time education in respect of the requirement for registration as an independent school. Alternative providers usually offer only part-time education and therefore will not need to be registered if provision is less than 18 hours a week.

Risk assessments for placements must therefore include assurance that a provider of alternative provision is registered as an independent school if it caters full-time for five or more pupils of compulsory school age or if it caters for one pupil who is looked after or has a statement of special educational needs.

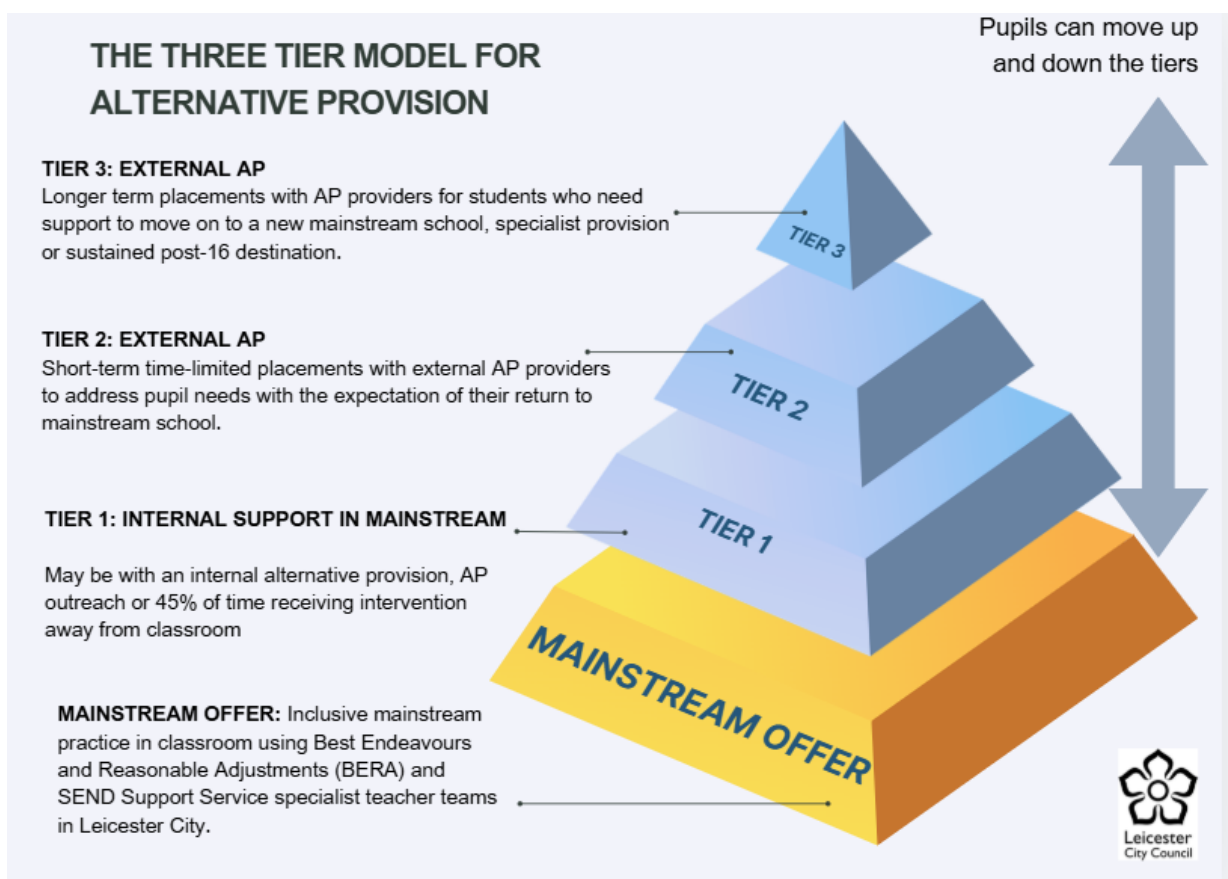
If there are any concerns that a provider may be operating unlawfully by operating provision rates above this, commissioners should seek urgent further advice from their Raising Achievement Partner or Education Welfare Officer who will escalate the matter for investigation.

The attendance of children at alternative provision remains the responsibility of the school where they are on roll. Schools should have robust processes in place to ensure they are monitoring attendance and progress of all such children. In addition, children who have part time timetables that include time at home should be monitored particularly carefully and the local authority informed when this has been arranged. Monitoring of CYP not on school rolls is the responsibility of the commissioning body.

1.3: 2023: A three-tier model for AP:

The SEND White Paper (2026) refers to the use of Alternative provision as part of a system-wide graduated approach and a continuum of support spanning universal, targeted and specialist provision. The Government’s SEND and AP improvement plan¹ (March, 2023), recommends the use of a three-tier model to define alternative provision. This model adds in-school alternative provision, within Tier 1, also known as a support base within the SEND White Paper (2026) and emphasises that AP should be used as an intervention, not a destination, with fluid movement between tiers.

¹ Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) Improvement Plan Right Support, Right Place, Right Time March 2023



Key principles

In the first instance, as part of school's inclusive mainstream offer, the graduated response and the Best Endeavours and Reasonable Adjustments (BERA) should be used to meet pupils' needs and enable continued mainstream education, accessing a broad and balanced curriculum.

This may include short-term targeted intervention, while the student remains in their classroom setting. Some examples of interventions are in (appendix 9). The student may also receive support from Local Authority SEND services (appendix 10).

External providers may also be involved to provide in-school interventions e.g.:

- Forest schools and outdoor learning
- Sports activities
- Personal development sessions etc.

As part of their Inclusive Mainstream offer, schools should also make adaptations to curriculum and content, where appropriate, for example by providing alternative qualifications e.g. Functional skills qualifications, ASDAN courses etc.,

If student needs are not being met through the inclusive mainstream offer, then school may offer support within Tier 1.

AP Tier 1 – Internal support in mainstream

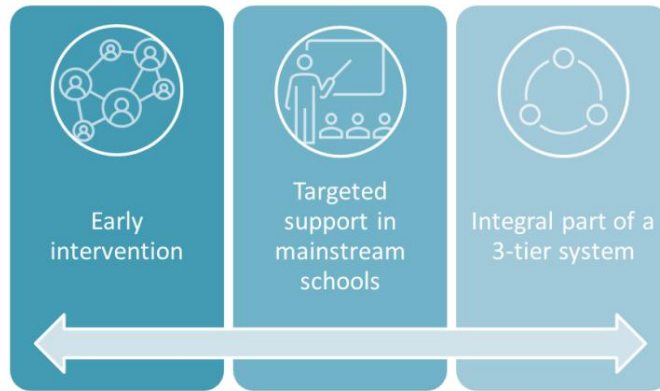
Targeted support in mainstream schools:

At this level, efforts are focused on providing additional support within mainstream schools to prevent exclusion or address early signs of disengagement.

Strategies may include outreach from registered and non-school alternative provision and the use of Support Bases.

The goal is to keep students within the mainstream educational environment whenever possible.

In Support Bases (formerly called IAPs in Leicester City), CYP will receive a timetabled bespoke curriculum which may include some time in a mainstream classroom.



Support Bases may include intervention delivery by external providers and outreach support such as a Mental Health Practitioner, Attendance support worker, Youth Justice Worker or Family Support worker. Outreach support from registered or non-school Alternative Provision, may also be included. This may offer a short-term intervention or a curriculum offer which may lead to a qualification.

The aim of this provision is to help CYP to remain in their mainstream school and, whenever possible, to reintegrate fully into their mainstream classroom. Primary schools and secondary schools in Leicester City can access Inclusion (formerly IAP) networks, these meet regularly to share updates, provide advice, support and celebrate examples of good practice. Email QualityInclusion@leicester.gov.uk for more details.

AP Tier 2

Time-limited placements:

- When students face challenges that cannot be fully addressed within mainstream schools, they may spend some time in alternative provision settings.
- These placements should be:
 - high quality and purposeful.
 - used for specific needs, such as therapeutic or specialised support.
 - a short-term intervention

And should support reintegration back into mainstream education, which may include time in a Support Base.



Key Principles:

Tier 2 placements are an external alternative provision settings and should be time limited, with the intention of providing support to enable reintegration into the mainstream school environment.

Tier 2 provision should be planned, and the length of intervention should be clearly defined and regularly reviewed. This may be for part of the week, with the CYP attending their mainstream school for the remainder. In exceptional circumstances this may be a short-term full-time placement (see section 2.2) but a planned end date should be established at the outset.

Links between the CYP and the mainstream school should be maintained throughout the intervention. Reintegration planning should start early and be regularly reviewed jointly with both mainstream and alternative provision settings, as well as other relevant parties. Reintegration may involve CYP moving up a continuum of support, and rather than being placed back on a full-time mainstream curriculum, may involve an ongoing support offer, continued tier 1 interventions or graduated support, to ensure a sustained reintegration back into mainstream school (see appendices 3 and 3a).

Tier 2 placements should be chosen carefully, with appropriate checks of unregistered providers completed.

AP Top-up funding:

Short-Term Alternative Provision Top-up Funding Pilot, offers a contribution towards short-term part-time AP, with clear plans for reintegration are as follows:

Band 1: a contribution towards AP costs for 1 day a week and 4 days E3 funding for support provided by school, for a maximum of 26 weeks (if a successful review is completed at 13 weeks). If at the end of 26 weeks the CYP has successfully re-integrated into their mainstream provision, 5 days a week of E3 funding will be provided for a further 26 weeks.

or

Band 2: a contribution towards Magpie early intervention offers (Children's Hospital School) 3 days per week for 12-week intervention, plus E3 funding for 2 days supported by school. This will be followed by 40 weeks of E3 funding for 5 days a week to support in school provision (this will be reviewed after 12 weeks)

or

Band 3: a contribution towards AP costs for 2 days a week and 3 days E3 funding for support provided by school, for a maximum of 26 weeks (if a successful review is completed at 13 weeks). If at the end of 26 weeks the CYP has successfully re-integrated into their mainstream provision, 5 days a week of E3 funding will be provided for a further 26 weeks.

The top-up funding pathway does not cover:

- Long term or full-time external Alternative Provision (this is classed as Tier 3, which is covered by LA funding of Elmbrook, Leicester Partnership School and the Children's Hospital school from the High Needs Funding Block)
- Externally provided online learning (although this may be included in the school provision on the timetable to indicate Element 2 support provided by school) Providing remote education: Providing remote education: guidance for schools (GOV.UK)
- Transport costs. In accordance with Leicester City Council policy, it is the responsibility of the pupil's parent/carer or their school to plan for any transport required to enable pupils to attend a part-time placement at another educational establishment
- CYP with existing Element 3 top-up or an Education, Health and Care Plan (or where an assessment for EHCP has been agreed).
- Funding for Y11 pupils will finish in line with course completion (approximately May half term, unless we are notified of exceptional circumstances)

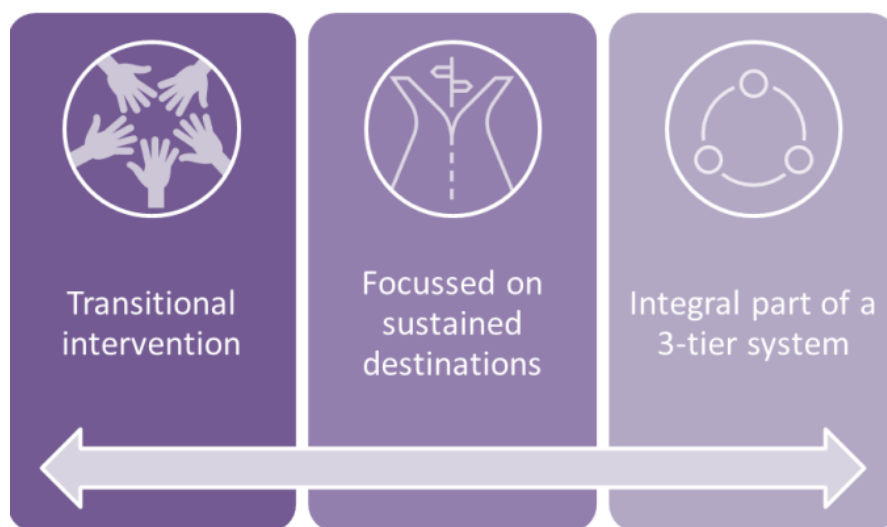
There is an expectation that schools will have followed the graduated approach and sought support from external professionals such as: SEND Support Service or City Psychology service, before considering Alternative Provision.

AP Tier 3

Transitional placements

- Tier 3 involves more intensive and longer-term placements in alternative provision.
- A small number of students who have experienced significant difficulties, such as exclusion or complex social, emotional, or mental health needs, benefit from this level.
- The focus is on holistic support, skill development, and preparing students for successful reintegration into mainstream schools, post-16 education or other settings such as designated specialist provision or special school.

These three tiers collectively contribute to a comprehensive alternative provision model, ensuring that students receive the necessary support based on their unique needs and circumstances.



Key principles:

Tier 3 placements in alternative provision settings can be used to meet need in a small number of cases where a time-limited placement cannot provide the best support for individual children. These placements might be longer term, and sometimes be used where it may be more disruptive for a CYP for them to be placed back into their mainstream school. The length of intervention should be clearly defined and regularly reviewed to ensure the right support is provided to meet evolving needs. Tier 3 placements should be situated within a clear continuum of support, with processes for movement between tiers for escalation and de-escalation of support as appropriate.

Transition planning should start early and be regularly reviewed, jointly with all relevant parties. Successful transitions must be well-planned, timely, and with clear decision making and support for the CYP (see appendices 3 and 3a). This may be back into a mainstream school setting. However, depending on need, this may instead be to more specialist support where appropriate.

Part 2: Commissioning AP what AP commissioners should know

2.1: Commissioner responsibilities

Responsibility for the alternative provision used rests with the organisation commissioning the placement. If a school receives top - up funding from the Local Authority to help finance the AP placement, the school remains the commissioner.

2.2: Key points for consideration before commissioning AP

AP Placements should be part-time, with at least a day a week in the mainstream setting, as stipulated below:

Education (Pupil Registration) (England) Regulations 2006:

‘Legally, being a pupil and attending a school are based on physical presence. Although a school has powers to arrange some educational activities away from their premises, allowing the whole of a pupil’s education to be delivered somewhere, and by someone, other than the school means that individual is not a pupil or attending the school. Therefore, such individuals should not be registered as pupils at that school.

Schools can therefore only subcontract provision for pupils who:

- Attend the institution for at least one element of their programme throughout the academic year; and
- Attend the school at least once a week.’

The only exceptions to this should be if attendance at the base school would negatively impact on the CYP’s health or well-being or their ability to complete a qualification (KS4).

Unless the CYP is experiencing barriers to education (B2E) / emotionally based school avoidance (EBSA), there is an expectation that they will be in education 5 days a week, with at least one day at their base school.

There is an expectation that schools will have used the graduated approach and sought support from SEND Support Service link teachers or the City Psychology service, before considering Alternative Provision. These services, along with Registered APs and the Quality Inclusion Team can offer support and advice around the use of AP, commissioning queries and reintegration planning (see Appendix 5).

Commissioners should use the Alternative Provision Directory, available on the Extranet to select providers, as these have been quality assured by Leicester City or Leicestershire Local authorities. In addition, commissioners should reassure themselves that the provider can meet the needs of the pupil.

Key questions for commissioners to consider:

- Have the pupil, parents and relevant teacher been spoken to before a decision about alternative provision has been made?
- Are the nature of the intervention, objectives and timeline clearly defined?
- What other considerations are there, such as transport arrangements?
- What does the pupil want, or need, to get from the provision?
- How long should the provision be for?
- Is it part time or full time? If part-time, the pupil should attend school as usual on the days they are not in the alternative provision. If full-time (which should be short-term), school still has responsibility for monitoring attendance. How will progress and impact data be gathered (for both part-time and full-time placements)?

- How will it fit with the pupil's mainstream curriculum? If part-time or temporary, it should complement and keep up with the pupil's current curriculum, timetable and qualification route.
- 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?

When it is decided that a child would benefit from alternative provision the placement should focus on enabling them to overcome any barriers to learning they may have and to assist them back into mainstream education or into a sustained post-16 destination. As such, the commissioner should always ensure that a placement will address the individual needs of the child as well as providing education in line with that of their home school to better enable re-integration. There should be discussions between the home school and local authority to ensure there are no safeguarding concerns about the location of the placement and that the route between home and provider is manageable and safe.

Before a placement begins, the commissioner and alternative provision setting should agree the nature of the intervention, its objectives, reintegration and the timeline to achieve these objectives. The provider should set this out in a personalised plan for the child. Plans should be linked to other relevant information or activities such as EHCPs for children with SEND.

Regular review dates (at least half-termly) between the commissioner and the provider should be built in to monitor the child's progress against objectives and to consider any changes that may be necessary to ensure the placement is successful. This should include a visit to see the child in the provision. The provider should be responsible for advising commissioners on any necessary changes and next steps to support transitions.

Where reintegration back into a mainstream school is the main objective, there should be agreement between the home school and the provider on how to assess when the child is ready to return. A joint plan between the provider and home school should be put in place outlining the support package and resources needed from both the placement and the home or new school to help the child to reintegrate back into mainstream schooling successfully.

Support documents around transition back into mainstream can be found in appendices 3 and 4. For schools accessing the Short-Term AP Top-up Funding, reintegration will be completed by week 26 for funding to continue.

All objectives and plans should be agreed with all relevant stakeholders, including the parents and child, where appropriate. Objectives, plans, roles and responsibilities should be set out in writing by the provider and regularly reviewed with all stakeholders.

When a decision is made to commission an alternative provider to offer outreach support, the mainstream school and provider should agree on the nature of the intervention, the intended outcomes, and how progress will be monitored and evaluated. Any intervention should be led by the evolving needs of the child and should be kept under review.

Where a child is on a part-time timetable in alternative provision, the commissioner of the placement and the provider should ensure there is a clearly defined plan and timeline in place for when and how the child will return to full-time education. All plans should be reviewed regularly.

If the home school refers a child to off-site provision on a part-time basis, as part of a planned intervention or placement, they should attend school as usual on the times on which they are not in the alternative provision.

(DfE, Feb 2025)

2.3: Quality assurance prior to placement

Leicester City and Leicestershire County Council are jointly completing QA checks against the National Standards for all APs within the AP Directory. Schools can request evidence that a provider has met the National Standards for non-school APs by contacting send-ap@leicester.gov.uk, detailing which AP they are planning to commission.

In addition, we have jointly commissioned LEBC to complete Health and Safety and Safeguarding checks on these providers.

All schools must inform LEBC when a pupil is attending Alternative Provision, via completion of the Alternative Provider Application form ([see appendix 3](#)) which should be emailed to contactus@leics-ebc.org.uk

By registering students who attend APs with LEBC, commissioners will receive:

- A Young Person's Risk Assessment for each student to share with the students and parents/guardians.
- Confirmation of key Health and Safety information about each AP including insurance and policy checks that LEBC carries out on an annual basis.
- Commissioners will be added to the AP Serious Incidents Alerts list, so that if/when LEBC are notified of any serious incidents at an AP commissioners will be notified where appropriate, to allow for additional checks or to consider withdrawing students depending on the nature of the incident and LEBC investigation results.

Schools should also contact LEBC to confirm when a placement has ended via email: contactus@leics-ebc.org.uk or phone: 01162407000

Alternative Provision: A Guide for LAs and schools (DfE, 2025) highlights that the commissioner, prior to placement, should always conduct their own due diligence checks to assess whether the provision is safe, offers high quality education and is suitable for meeting the child's individual needs. Appendix 5 is an audit tool which schools may wish to use / adapt to support these checks.

2.4: Oversight of the AP placement

Responsibility for the oversight of the alternative provision used always rests with the local authority or school that commissioned the placement. Please refer to the AP Commissioning Flowchart in appendix 2.

Schools should always inform the local authority when they commission a placement in alternative provision for a child to ensure the local authority maintains oversight of sufficiency and safeguarding, (DfE 2025).

Please use the part-time timetable E-form on the [School Portal](#) which can be found on the Schools Extranet.

Commissioners should maintain regular contact with the provider and child, with clear procedures in place to exchange information, monitor progress and provide pastoral support. A child should not be removed from the home school's admission register, with the school making every effort to ensure that the child continues to feel that they belong and are part of the school.

The commissioner and alternative provider should discuss and agree a proposed maximum period of time as part of the planning phase for an off-site direction. The commissioner and alternative provider should agree on appropriate reporting mechanisms, including how the provider can report any issues or concerns and how the provider keeps records on and reports back information about a child's attendance and progress in the provision.

Commissioning schools and local authorities should maintain a full record of all placements they make, including a child's progress, achievements and destination following the placement. This should also include the child's own assessment of their placement.

Schools will be asked for termly updates on all CYP placed in AP. This will be via completion of a short spreadsheet to detail progress in relation to attainment, attendance, engagement and reintegration. This provides us with an important overview of the impact of AP and supports our work on sufficiency of places.

Where a child has been directed off-site to an alternative provision school, the child should always be dual registered from the beginning of the first day on which the school has directed the pupil to attend the provision. For the purpose of the school census a child should be dual main registered at their school and dual subsidiary registered at the alternative provision.

2.5: Induction and assessment

As a child can enter alternative provision at any point in their school career and at any point in the academic year, it is essential that robust induction and baselining take place.

Prior to the placement starting, all relevant information should be shared with providers and other parties (home school, parents, relevant agencies) involved in the placement. This should be jargon free and include any information on SEN, disability or medical need, literacy, safeguarding or other issues, as well as any information requested by the provider as appropriate. Information must be provided in accordance with data protection principles, but this should not discourage schools from providing information where they can appropriately do so. Guidance on information sharing for people who provide safeguarding services to children, young people and parents can be found in [Information sharing advice for safeguarding practitioners](#).

A well-structured induction plan will start the process of building a positive relationship between provider and the child. An induction also allows the provider to understand the child's background, experience and needs as soon as they enter the provision. This will enable the provider to tailor the curriculum, the required support and interventions to the child's individual needs, greatly improving their initial experience and ultimately improving outcomes.

The induction should include an assessment of the child's current academic levels and an opportunity to establish their future ambitions. This will enable the provider to put in place a personalised learning plan that includes an appropriate curriculum, alongside any additional SEN or learning support the child may need. During the induction the provider should also baseline the child's previous attendance and engagement with education. This will enable them to effectively track and monitor patterns of absence, future attendance and engagement and demonstrate improvements that are made.

Where possible, engagement with parents should also be part of the initial induction plan.

2.6: Remote education

Attendance is essential for children to get the most out of their school experience, including for their attainment, wellbeing, and wider life chances. Remote education should not be viewed as an equal alternative to attending school. For this reason, we expect schools to consider it only as a last resort when the alternative would be no education, and only after it has been established that the child is, or will be, absent from school. In such cases, remote education can have the benefit of allowing absent children to keep on track with their education and stay connected to their teachers and peers in some cases.

For some children with health needs that mean they cannot attend school, it may be advisable to only use digital learning for a limited period of time. Guidance on appropriate use of remote education can be found in [Providing Remote Education](#).

For some pupils who are experiencing barriers to their engagement in education – for example pupils with emotionally based school avoidance (EBSA) – remote learning can be used as a way

of restarting and increasing their engagement in learning and in building connections with key members of staff. Keeping a log of engagement in these sessions in addition to the attendance register can demonstrate how levels of engagement are being monitored and increased where possible.

2.7: Reintegration

When a child is placed in alternative provision during a suspension of more than five school days, or a child has been directed off-site to improve their behaviour, the home school and provider should agree a plan and process at the beginning of the placement that aims to reintegrate the child successfully back into their home school. The plan should include details of how to assess when the child is ready to return to their home school and should provide an appropriate package of support, from both provider and home school, to assist their reintegration.

The placement should be regularly reviewed, including through regular contact or visits to the provider, and the plan and timetable for reintegration should be adapted as necessary. The home school should receive regular reports from the provider on the child's achievements and progress, including on their attendance and behaviour management, during the placement. A final report should be produced in anticipation of the child returning to their home school.

When the placement is due to come to an end a discussion should take place between the home school, provider, child (if age appropriate), parent and any relevant external agencies to confirm reintegration arrangements and agree any additional support the child may need, and who will provide it, in order for their return to mainstream school to be a success (see appendices 7 and 8).

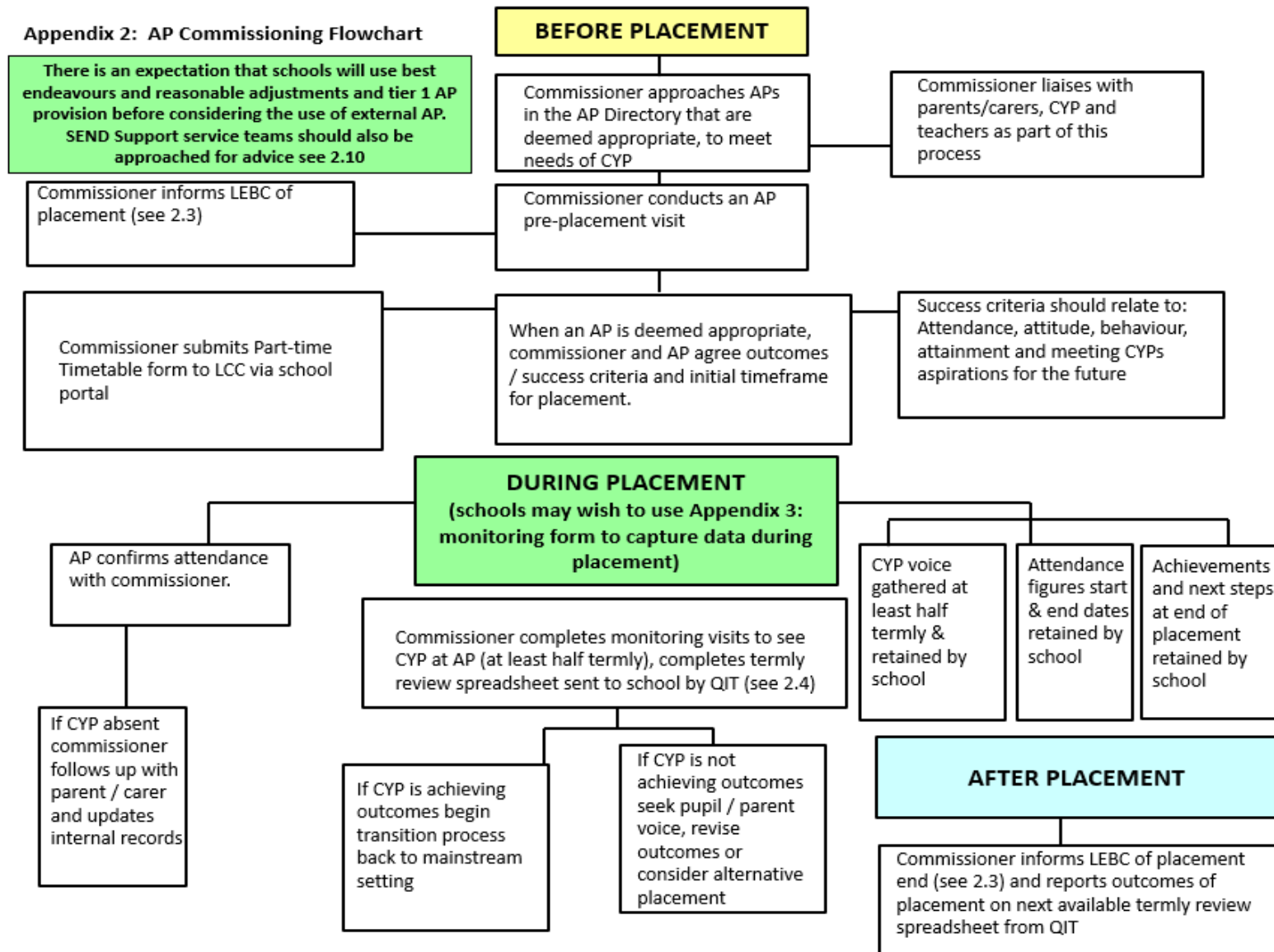
The home school and provider may want to negotiate continued support for the child once they have returned to their home school to ensure they settle back into the mainstream and reintegrate successfully and sustainably.

If the placement does not end with reintegration into the school – for example, when a child reaches the end of Y11 while still in alternative provision – the provider and home school, if appropriate, should have a plan in place to secure a successful destination into further education, training or employment.

Appendix 1: AP commissioning checklist

Completed (date)	Action
	Discuss need for and choices of AP with CYP, parent /carer, class teachers, Head teacher / SLT
	Select an appropriate AP from the AP Directory and request Curriculum QA documentation from send-ap@leicester.gov.uk
	Call / visit the AP to discuss the pupil and ensure they can meet need
	Arrange a visit with the pupil and possibly parent / carer
	Produce placement agreement (SLA) with the AP
	Contact LEBC with details of the placement
	Complete a part-time timetable form for the pupil
	Complete regular monitoring visits (at least half termly) / checks and plan early for reintegration
	Complete termly AP review spreadsheet for QIT
	Review placement and begin the process for reintegration
	Inform LEBC when the placement ends and inform QIT on the next available termly update.

Appendix 2: AP commissioning flowchart



Appendix 3: LEBC Alternative provider audit application form 2025/2026

Insert home school name here

STUDENT DETAILS

Male Female Other (please specify)

First Name Surname

Date of Birth/...../.....

Year Group

PROVISION

The Alternative Provider I am going to is

.....

Address:

.....

.....

Contact Name:

.....

Contact Telephone Number / Email

.....

The Course I am going to do is:

.....

PLACEMENT DATES

Please circle which day(s) of the week you will be attending the provision:

Monday

Tuesday

Wednesday

Thursday

Friday

Expected Start Date: **Expected End Date:**(this can be extended up to the end of the academic year if needed)

LEBC's paperwork will cover a maximum of one academic year at a time.

HEALTH

Please indicate any illnesses or other factors that the provider should be made aware of, e.g. colour blindness, eczema, asthma, hearing impairment, epilepsy.

If there is any other information you think would be relevant for us to know, please could you provide it below: (e.g. **Special Needs Statement/EHC PLAN**, any involvement with the Youth Offending Team or Criminal Record).

.....

.....

.....

ALTERNATIVE PROVIDER PLACEMENT – DATA AGREEMENT

In order to provide and process an Alternative Provider placement, LEBC requires some specific information which we need to pass on to the provider so that they can provide a suitable environment and do everything reasonable to protect your Health, Safety and Welfare. By signing this form I consent to LEBC holding my personal details for the purposes of arranging my provision.

I understand that I can ask for my data to be permanently removed from the records following my placement and that to make this request I have to send an email to contactus@leics-ebc.org.uk

PARENTS / LEGALLY RESPONSIBLE PERSON / RESPONSIBLE PERSON WITHIN SCHOOL (DSL) – GUIDELINES

The provider will have assessed the Health, Safety and Welfare arrangements of a provision for a young person. The risk assessment forms part of the Alternative Provider Agreement which you will receive and need to sign. Please can you check that the health information is sufficient to inform the provider of any health issues or additional needs relevant to the alternative provider placement? By signing this form I consent to LEBC holding and using the data for the young person for whom I am legally responsible. I understand that I can ask for the data to be permanently removed from the records and that to make this request I have to send an email to contactus@leics-ebc.org.uk

PARENT / LEGALLY RESPONSIBLE PERSON / RESPONSIBLE PERSON WITHIN SCHOOL (DSL):

Name

Role/Relationship

Signature.....

Date

LEARNER

I agree to the use of my data as described above.

Signed.....

Date.....

Appendix 4: Contacts to support with use of AP

Team	Point of contact	Contact details
Quality Inclusion Team	Michelle Deeming – AP Lead Teacher	Send-ap@leicester.gov.uk 01164542240
Social Emotional and Mental Health (SEMH) Team	Schools link teacher or email the SEMH inbox	SEMH@leicester.gov.uk 01164542240
Learning Communication and Interaction (LCI) Team	Schools link teacher	LCI@leicester.gov.uk 01164542240
City Psychology Service (CPS)	Schools link EP	Link EP email 01164542240
Elmbrook School (Primary Pupil Referral Unit)		office@elmbrook.leicester.sch.uk 01162081470
Leicester Partnership School (Secondary Pupil Referral Unit)		office@lps.leicester.sch.uk 01163033281
Children’s Hospital School		wbadmin@childrenshospitalschool.leicester.sch.uk 01162585330

Appendix 5: AP Audit for schools (optional)

(based on documentation developed by Elmbrook school)



Name and address of alternative provider:				Name of contact(s) at the alternative provision	
Listed on GIAS?	YES?		NO?	Website	
URN:					
Date and time of visit:					
This audit has been completed by:					

Safeguarding

QUESTIONS	ANSWER (PLUS EVIDENCE)	COMMENTS
Is the provider Ofsted registered? If so, under what status? School? Voluntary childcare?		
Do 4 or more pupils, or 1 with and EHCP, attend full time? <i>If so the provider should be registered as a school on GIAS, otherwise operating illegally</i>		
If registered, how did Ofsted judge safeguarding in the last report?		
What were the results of the AP's most recent safeguarding audit? <i>Ask to see the AP's safeguarding action plan</i>		
Who is / are the designated DSL(s)?		

QUESTIONS	ANSWER (PLUS EVIDENCE)		COMMENTS
Provider has been supplied the school's safeguarding policy?	YES	COMMENTS	
<p>Are all safeguarding policies and procedures in place, like:</p> <ul style="list-style-type: none"> • Child protection and safeguarding? • RSE? • Health & Safety? • Code of Conduct? • Behaviour? <p><i>Look at the AP's policies</i> <i>Talk to the AP to make sure it's implementing the policies</i></p>			
<p>Is there a staff and volunteer record?</p> <p><i>Single central record of qualifications, recruitment and vetting checks.</i></p>			
<p>Are Safer Recruitment procedures in place?</p> <p><i>Ask to see the Safer Recruitment policy</i></p>			
<p>Have DBS checks been completed for staff?</p> <p><i>Ask to see evidence of these</i></p>			
<p>Is there a policy / procedure for dealing with allegations against staff?</p>			
<p>What safeguarding training have the AP staff had?</p> <p><i>Look at safeguarding training log</i> <i>Was the training in line with the most recent updates?</i></p>			
<p>When was the most recent training?</p>			

QUESTIONS	ANSWER (PLUS EVIDENCE)			COMMENTS
Are staff trained in the use of physical intervention? <i>What was the training?</i> <i>Look at training logs.</i>				
If there was an incident involving a physical intervention, how is it recorded, reported to parents, to us?				
Will the pupil have contact with any other people? <i>E.g., member of the public</i>				
Are risk assessments in place? For the premises? For the activity(ies)? For the pupils? <i>Ask to see the risk assessments</i>				
Any other comments?				
Information relating to any behavioural issues / risks posed by the pupil have been shared with the provider.	YES	NO	COMMENTS	

Insurance: Recommended levels of cover

QUESTIONS	ANSWER (PLUS EVIDENCE)			COMMENTS
Public Liability <i>Minimum of £5M in respect of any one act, or occurrence, or series of acts / occurrences in any one year</i>				
Employer's Liability <i>Minimum of £10M in respect of any one act, or occurrence, or series of acts / occurrences in any one year</i>				

QUESTIONS	ANSWER (PLUS EVIDENCE)	COMMENTS
Professional Negligence <i>Minimum of £2M in respect of any one act, or occurrence, or series of acts / occurrences in any one year</i>		
Motor Insurance <i>Required for the operation of any vehicles used to transport pupils</i>		
Other?		

The onus is on the provider to ensure its insurance policies are always adequate to cover eventualities pertaining to its business, but the school also holds a responsibility to its pupil.

Quality of education

QUESTIONS	ANSWER (PLUS EVIDENCE)	COMMENTS
<p>If registered, how did Ofsted judge the quality of education in the last report?</p> <p><i>Look at:</i></p> <ul style="list-style-type: none"> • <i>Recent Ofsted report</i> 		
<p>What did you see on your learning walk?</p> <p><i>Look for:</i></p> <ul style="list-style-type: none"> • <i>Pupil engagement</i> • <i>Pupil behaviour</i> • <i>Pastoral support</i> • <i>Quality of teaching</i> • <i>Adult-pupil interaction</i> <p><i>The needs of pupils with special educational needs and/or disabilities are being met</i></p>		
<p>Will the curriculum offer meet the educational and SEMH needs of your pupil?</p> <p><i>Look at:</i></p> <ul style="list-style-type: none"> • <i>Curriculum offers</i> • <i>How lessons are differentiated to meet all pupils' needs?</i> • <i>Are there therapeutic objectives / outcomes?</i> 		

QUESTIONS	ANSWER (PLUS EVIDENCE)	COMMENTS
<p>Are the premises fit for purpose? <i>Are they appropriate to the planned activities / course?</i> <i>Are the premises secure?</i> <i>Are they accessed by members of the public?</i></p>		
<p>Do pupils enjoy learning? <i>Look for evidence of this on your learning walk</i> <i>Are pupils:</i></p> <ul style="list-style-type: none"> • <i>Engaged in learning?</i> • <i>Being challenged?</i> • <i>Making progress?</i> • <i>Can the AP show you any positive feedback / reviews</i> 		
<p>How does the AP's behaviour policy support pupils' personal development?</p> <ul style="list-style-type: none"> • <i>Ask for a copy of the behaviour policy</i> • <i>Look for evidence on your learning walk</i> 		

Transition process and procedures

QUESTIONS	ANSWER (PLUS EVIDENCE)	COMMENTS
What are the AP's induction arrangements?		
Does it offer any taster sessions?		
Can the pupil visit the provision before they start attending?		

QUESTIONS	ANSWER (PLUS EVIDENCE)	COMMENTS
What does a typical transition timetable look like?		
How does the AP reintegrate pupils back into mainstream education?		
How does the AP determine whether a pupil is ready to be reintegrated into mainstream education?		
Does the AP provide a suitable range of courses and subjects to help pupils to reintegrate back into school or to move onto further education/college?		

Communication and information sharing

QUESTIONS	ANSWER (PLUS EVIDENCE)	COMMENTS
How does the AP track attendance?		
How will the AP let you know your pupil's attendance? <i>Is this daily? Do they do safe and well checks at home? If not, school will have to</i>		
How do we share any specific learning concerns we may have about our pupils with the AP?		
How will the AP tell us about our pupils' progress? <i>Ideally weekly updates</i>		
Will the AP attend pupil reviews?		
How does the AP communicate with parents?		
How does the AP assess learning? What pupil progress checks does it do? <i>Look at assessment policy</i>		

QUESTIONS	ANSWER (PLUS EVIDENCE)	COMMENTS
<p>What outside agencies does the AP work with?</p> <p><i>Ask about outside agencies such as:</i></p> <ul style="list-style-type: none"> • <i>Social care services</i> • <i>Educational psychology services</i> • <i>Child and adolescent mental health services</i> • <i>Youth offending teams</i> • <i>Drug support services</i> 		
How does the AP support pupils pastorally?		
If your pupil has concerns about safeguarding or well-being, who do they speak to?		
<p>What are the AP's complaints procedures?</p> <p><i>Look at the complaints policy</i></p>		

Look at any concerns and further actions that the audit has revealed to decide if the provision is suitable.

IS THIS AP SUITABLE	GIVE REASONS FOR YOUR ANSWER
Yes	
No	

Monitoring visit notes:

Visit date	Notes: Must include voice of pupil, well-being, safety and progress towards outcomes Must re-confirm provider continues to complete all safeguarding checks.	Current attendance %

End of AP placement summary

Progress made against outcomes / success criteria
Views of CYP about the placement
Views of parents/carers about the placement
Next steps

Appendix 7: Transitions from AP to mainstream

What is mainstream ready?

This document has been produced to provide guidance to mainstream schools who may be asked to receive children who have been deemed mainstream ready after a period of time with alternative settings (e.g. PRU, Hospital School, Alternative Provisions, Special Schools, DSPs). It should be used alongside the BERA document ([leicester-city-s-bera-framework-delivering-high-quality-send-provision-the-application-of-best-endeavours-and-reasonable-adjustments-within-a-mainstream-setting.pdf](#), see page 8 for links to specific areas of needs, e.g. SEMH, ASD).

Mainstream ready usually means	This does not mean	But might mean
They have engaged positively with support	They can manage without support	Would benefit from check-ins might need to have interventions planned in to the timetable
They have established a reliable way of working	They can manage without support They can attend full time They don't need adaptations	They will benefit from a visual timetable They will need to know about any changes to their routines
They are mostly attending	They will attend for 100% They will function well all day every day They are brought to school reliably	Attendance is improving over time You will have plenty of opportunities to work with them
They have ambitions to be taught	They are in top sets They can be in school full time	You can motivate them to re-engage after a difficulty You can get them excited about trying a new task.
They can build relationships with staff	They will always remember how to talk to them	They can build a trusting relationship with one or a small number of staff in school.
They want to be with their peers	They will always manage all their peer relationships They want to be with their peers all the time	They need some social support (e.g. circle of friends, Talkabout, good role models, social

		interaction support, turn taking)
They can use appropriate communication skills	They will be able to always use positive language They may not need reminders about listening and allowing others to speak	They can make themselves understood They can help to negotiate a good resolution to difficulties
Is respectful of own objects (or work), and that belonging to others / the school	They will always ask permission to borrow something They will never damage any items if distressed	They will take pride in their work
They can acknowledge own strengths and weaknesses	They will always accept praise They can manage without support They can manage disappointment when finding things difficult	They can ask for help (maybe from their key adults)
They can be successful in a supportive environment that will value and invest in them	They will not test you to see if you are going to reject them	You may need to say and do things repeatedly, and deliver, before they believe you are going to support them

They might need	This does not mean
A mentor/classroom assistant in school	Someone to talk to only after things have gone wrong They will always or never be able to work independently
An adapted curriculum or some outdoor learning	They need to be on vocational placements or be off-site throughout the week
Meeting and greeting and a check in	After two weeks (or ever) that they will be ok on their own
A reduced timetable initially	They will never manage full time
An agreed safe space within school	They will only need to access it when things have gone wrong
Targeted intervention(s)	They are not able to manage the classroom
Support at unstructured times and transition times	They will need constant supervision
More support than their peers to be organised for their day	They will not be able to engage with their learning and be positive members of their community
Support to understand and manage their emotions	They will not be able to self-regulate

In moments of weakness they might	This means (the bad news)	This means (the good news)
Feel their emotions fiercely	They may react too quickly and get into conflicts with staff and students	Given a little time to process they should be able to manage so staff will be able to help them with that
Bring difficulties from home	Might be distracted, agitated, look tired and disengaged	If they know their value, they will try hard (enough) in school
Be overly invested in the opinion of their peers	They may make bad decisions	They need help to refocus on what other important people want for them (and what they really want for themselves)
Be unable to think positively about themselves or school	They may lash out at those around them or damage their work / equipment	They need restorative conversations to remind them of their strengths. With support they can build resilience to learn from failure
Resort to fight, flight or freeze	They may hurt others or may run away from school	You have the opportunity to recognise that the child is distressed You can build better strategies together

Some students in and returning to mainstream school will continue to require support. Additional support for pupils experiencing difficulties in these areas include:

- BERA document
- School based assessments
- Outside agency support (e.g., EP, SEMH Team or LCI Team)
- Speech Language and Communication Assessments
- Access to behaviour support interventions from LPS
- Access to Alternative Provisions
- Apply for Element 3 funding or an EHCP
- Developing the use of key adults
- Referral to Early Help or Social Care

Appendix 8: Transition back to mainstream – Support package agreement

All pupils transitioning back to mainstream, from a registered alternative provision, will have a support package agreed, elements from below can be identified for individual pupils to aid and support transition.

Pupils should not be considered for change of placement if EHC assessment is in progress.

Pupils should be dual registered for the agreed transition period.

Pupil's Name: _____ DOB _____

Transition from: _____ (setting) To: _____ (school)

Agreed transition period (this should be at least 6-8 weeks): _____

Highlight below what personalised elements of support have been agreed to support transition for the pupil.

Support Service	What support could look like	Available to (and cost if applicable)	Contact
SEMH Team - link teacher support	<p>Liaison between setting and schools</p> <p>Assessments</p> <p>Circle of adults</p> <p>Additional Team Teach workshops</p>	<p>All pupils on caseload</p> <p>Cost for school's dependant on SEMH package.</p> <p>Available as traded</p> <p>Available for all key stages (with involvement of EYST if required)</p>	<p>Schools link teacher or</p> <p>SEMH@leicester.gov.uk</p>
SEMH Team – practitioner support	<ul style="list-style-type: none"> • Direct work with pupils in both setting and school to support transition • Continuation of interventions through training for school staff or continuation of intervention delivered by SEMH practitioner 	<p>All pupils on caseload</p> <p>Cost for school's dependant on SEMH package etc.</p> <p>Available as traded</p>	<p>Schools link teacher or</p> <p>SEMH@leicester.gov.uk</p>

<p>Elmbrook School (Primary PRU)</p>	<ul style="list-style-type: none"> • ALL pupils - Safeguarding discussion • Liaison between PRU, school, SEND Services (LCI/SEMH) and parents • Bespoke transition – length of time will be dependent on pupil. • Review meeting involving all professional and parents • Circle of adults or detailed discussion • Sharing of documentation and plans (e.g. PHP) • Potential of part-time or phases placement during transition 	<p>All schools: mainstream primary</p>	<p>office@pru.leicester.sch.uk</p>
<p>PRUs, SEMH, other SEND services</p>	<p>Support application for E3 and EHCP funding for receiving school where appropriate. This may be increased for duration of transition period.</p>	<p>All schools</p>	
<p>New mainstream setting</p>	<ul style="list-style-type: none"> • Key adults spending time in setting to develop relationships with the pupil. • Transition booklet • Visits • Attendance at professionals meeting • Professionals observe pupil in each setting. • Commitment to train in and/or provide support to meet individual pupils needs. This may include a continuation of interventions 	<p>All pupils</p>	

LCI	<ul style="list-style-type: none"> • Liaison / meeting between school / AP. • Support and advice for creating transition tools e.g. social stories as required • Direct work with pupils in both setting and school to support transition as needed • Continuation of strategies / intervention for school staff through modelling delivered by LCI Teaching Assistant. 	<p>Pupils already on LCI caseload</p> <p>or prioritised for referral at JPM by school as part of agreed Service Level Work.</p> <p>Work additional to SLA can be requested as traded work</p>	Contact schools link LCI teacher.
City Psychology Service	Schools are able to consult their link EP to the school, support is available where Psychology Service involvement is prioritised by the school using their allocated time or time from within their additionally purchased Service Level Agreement.	All pupils where involvement is requested	Contact schools link EP

<p>Hospital School</p>	<p>Safeguarding review and updates</p> <p>Liaison between CHS and school</p> <p>Bespoke transition – length of time will be dependent on pupil.</p> <p>Review meeting involving all professionals.</p> <p>Professionals supporting pupil in each setting where appropriate including:</p> <ul style="list-style-type: none"> • opportunities for staff from receiving school to work with student in CHS provision and • CHS staff to support in school as part of agreed plan <p>Identification of trusted adults and safe places in school</p> <p>Sharing of documentation and plans</p> <p>Continuation of part-time placement during transition</p> <p>Attendance tracking</p> <p>Family Support Worker contact with families</p> <p>Transition Coordinator to be first point of contact for family and school during placement and on discharge.</p>	<p>All pupils with previous hospital school involvement</p>	<p>Contact transition co-ordinator</p> <p>wbadmin@childrenshospitalschool.leicester.sch.uk</p>
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<p>Secondary PRU</p>	<ul style="list-style-type: none"> • ALL pupils - Safeguarding discussion • Liaison between PRU and school • Transition plan to include offer of in school mentoring for time limited period'. • Review meeting involving all professional. • Professionals observing pupil in each setting. • Sharing of documentation and plans (e.g. PHP) • Potential of part-time placement during transition • Continuation of interventions through training for school staff or continuation of intervention delivered by PRU staff. 	<p>All pupils</p>	<p>office@lps.leicester.sch.uk</p>
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Assessments to support transition

Setting to highlight which assessments have been completed to support mainstream school's understanding of the pupil.

Assessment	Age range suitability	Useful for	Other information
Boxall Profile	Primary and Secondary versions	Identification of areas of need for pupils with attachment issues. Beyond the Boxall provides suggestions re. activities to support areas of need.	Needs to be completed by professionals who know the pupil well
Readiness for reintegration	Primary and Secondary PRU	Identification of strengths and needs for re-integrations	
One page profile	Primary PRU	Summary of pupils	
Referral priority sheet	Secondary PRU	3 key behaviours to measure at LPS and back in school.	

Appendix 9: Inclusive mainstream offer: SEMH intervention examples

Developing Positive Relationships	<ul style="list-style-type: none"> • Positive People • Friendship / Social Interaction groups
Understanding Emotions	<ul style="list-style-type: none"> • Managing Feelings group
Regulating Emotions	<ul style="list-style-type: none"> • Relaxation sessions • Mindfulness interventions • Understanding and Managing anxiety – CBT informed • ELSA support • Zones of Regulation • Regulating Techniques <ul style="list-style-type: none"> ➢ Modelling ➢ Prompting / helping ➢ Self-talk ➢ Relaxation ➢ Sensory breaks ➢ Following the child's lead ➢ Redirection of attention ➢ Active ignoring ➢ Reassurance ➢ Emotional following ➢ Physical comfort ➢ Vocal comfort
Outdoor/nature education	<ul style="list-style-type: none"> • Forest school • Therapy Dog • Outdoor learning
Creative outlets	<ul style="list-style-type: none"> • Music therapy • Dance therapy • Art therapy • LEGO Therapy • Play Therapy • Yoga therapy • Sensory circuits

Appendix 10: Leicester City SEND support services

Team	What they support
Social, Emotional and Mental Health Team	<p>The Social Emotional and Mental Health Team (SEMH) is skilled and experienced specialist teachers and practitioners, who provide support to schools and colleges in meeting the needs of children and young people experiencing SEMH related challenges.</p> <p>The team offer a fully traded service, meaning that schools and colleges are able to purchase support following referral.</p>
City Psychology Service	<p>Educational psychologists (EPs) work in early years' settings, schools, community settings and family homes. EPs have training in child development and psychology and work in partnership with parents, carers, setting/school staff and other professionals to support the development, learning and emotional well-being of children and young people.</p>
Learning Communication Interaction Team	<p>The learning, communication and interaction (LCI) team aims to provide efficient and effective support on an individual, group or whole school basis for pupils with learning, communication and interaction special educational needs.</p>
Hearing Impairment Team	<p>In Leicester City, the Hearing Support Team works with schools and families to ensure that your child fully accesses school life and that their hearing needs are met.</p> <p>All children and young people with a unilateral or bilateral hearing loss will be supported from birth and throughout their years in education. The Hearing Support Team visit children and young people at home, in settings and schools.</p>
Vision Support Team	<p>In Leicester City, the Vision Support Team works with schools to ensure that your child fully accesses school life and that their visual needs are met.</p> <p>The team support children with a visual impairment (VI) and their families from birth and throughout their years in school.</p>
Early Years Support Team	<p>The Early Years Support Team provides inclusive support to young children 0-5 with special educational needs and their families. We provide a wide range of child focused and parent/carer activities, in addition to providing advice and training to staff working in settings and schools.</p>

Team	What they support
Quality Inclusion Team	The Quality Inclusion Team sits within SENDS Support Services to support the embedding of inclusive practices within our mainstream settings, schools and colleges. This includes work on: the BERA audits; Element 3; Designated Specialist Provisions; Quality Assurance processes; Transformation; Bandings and Tariffs and Alternative Provision.

Appendix 11: Registered Alternative Provisions

The Children's Hospital School,

Leicester Royal Infirmary, Infirmary Rd, Leicester LE1 5WW

Tel: 0116 258 5330

<https://www.childrenshospitalschool.leicester.sch.uk/>

Magpie Learning Centre

The Magpie Learning Centre provides education for pupils in Years 5-10 who are finding it difficult to access education in their own school due to mental and / or physical health. There are two different pathways available at the Magpie Learning Centre. Full time pupils follow a personalised timetable comprising both academic and therapeutic elements. Those attending one of our part-time intervention groups will have a timetable designed to meet their specific needs.

Willow Bank School

Willow Bank School is for students aged 11-16 who are unable to access education in their own school for medical reasons.

Leicester Partnership School (Secondary Behaviour support service)

Carisbrooke Specialist Learning Centre, Carisbrooke Gardens, Leicester, Leicestershire, LE2 3PR,

Tel: 0116 303 3281

Website: <https://www.lps.leicester.sch.uk/>

The Leicester Partnership School (LPS) provides a range of educational provision for young people, between the ages of 11-16 years, who have been excluded, or who are at risk of exclusion, from mainstream education.

Elmbrook School (Leicester City Primary Pupil Referral Unit)

Leicester City Primary PRU, 231 Netherhall Rd, Leicester LE5 1DT

Telephone: 0116 208 1470

Website: <https://www.pru.leicester.sch.uk/>

Appendix 12: DFE National Standards for non-school Alternative Provision

1. Safeguarding and the wellbeing of children

- a) All staff and proprietors have appropriate recruitment checks including an enhanced Disclosure Barring Service check, which are recorded on a single central register, and persons failing to meet those checks are not employed.
- b) Appropriate policies and procedures to safeguard children are in place and are accessible to relevant parties.
- c) Staff are aware of the content of safeguarding policy and procedures and implement them effectively.
- d) Robust procedures are set out for recording and escalating concerns and the actions taken.
- e) Access to the site is restricted to registered learners, the organisation's own staff, and supervised visitors.
- f) There is a safeguarding lead at the setting who has received appropriate, documented training.
- g) Where appropriate, children with needs relating to health, disability or a special educational need should have individualised plans in place to help meet their needs.

2. Health and Safety

- a) A health and safety policy is in place that is understood and implemented by all staff.
- b) First Aid equipment and/or facilities are readily available and there are arrangements for access to a qualified first aider.
- c) A system is in place and in use for recording health and safety and first aid incidents.
- d) All specialist equipment used by children, staff or volunteers at the setting has undergone individual risk assessment and additional health and safety checks consistent with industry standards.
- e) Staff hold appropriate qualifications or have received appropriate training in the use of specialised equipment including, where appropriate, supervising or training others in its use.
- f) The setting has all appropriate insurance cover, including public liability insurance.
- g) Fire drills take place regularly, at least once a year, and a record is kept.

3. Admissions, guidance and support

- a) Admission and referral procedures are clear and well supported.
- b) The setting maintains records including information supplied by schools on admission, induction records, personal education plans or other learning plans, additional health needs, EHC plans, behaviour reports and risk assessments.
- c) All learners participate in an induction process that will help them understand their rights and responsibilities and health and safety procedures.
- d) The setting records pupil attendance for each session, and there is a clear process in place to notify the commissioner of any absence within 30 minutes of the session start time.
- e) Processes are in place with commissioner(s) for checking on the health and wellbeing of absent learners.
- f) The setting records pupil behaviour and progress and shares information routinely with schools and parents, and/or with the local authority if the child is not on a school admission register.

4. The quality of education

- a) Staff providing education have the appropriate skills and qualifications to deliver programmes.
- b) Planning for learning shows lesson/session plans identify the knowledge, skills and understanding that different groups of learners will achieve.
- c) Regular and thorough assessment and review of progress takes place.
- d) The setting promotes to learners the importance of attendance, punctuality and good behaviour and has a strategy to address non-compliance.

5. The outcomes of children

- a) There is a process for setting and monitoring learner progress to support reintegration where appropriate, and for taking action if progress is not on track.
- b) Learner underperformance is addressed through appropriate intervention and support.
- c) There is a process to assess regularly whether the provider is effective in delivering the commissioned service.

Appendix 13: Terminology definition of full-time provision

'Full-time education' is not defined in law, but DfE state it should equate to what the pupil would normally have in school – for example, for pupils in Key Stage 4 full-time education in a school would usually be 25 hours a week.

DfE also state they will consider any institution that is operating during the day for more than 18 hours per week to be providing full time education. This is because the education being provided is taking up the substantial part of the week in which it can be reasonably expected a child can be educated and therefore indicates that the education provided is the main source of education for that child.

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

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.

Compulsory school age

A child begins to be of compulsory school age if he or she attains five years of age on one of the prescribed days, or on the next prescribed day following his or her fifth birthday. The prescribed days are currently 31st August 31st December and 31st March.

A child ceases to be of compulsory school age on the school leaving date for any calendar year if he or she attains the age of 16 on (or will do so by) that date or will do so after that date but before the beginning of the next school year. The school leaving date is currently set as the last Friday in June. Raising the participation age does not affect the compulsory school age. However, its effect is that a young person who has ceased to be of compulsory school age but has not yet reached the age of 18 (and has not attained a level 3 qualification), is under a duty to participate in education or training.