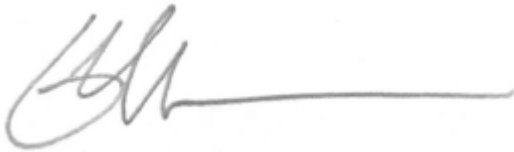


Alternative Provision Policy

Monitoring Responsibility	CEdO
Next Review Date	January 2027
Approval Body	Curriculum and Standards
Date Ratified	20 January 2026
Chair of Committee Signature	

Contents

1. Statement of intent.....	3
2. Legal Framework.....	3
3. Definition.....	4
4. Purpose of Alternative Provision	4
5. Suitability of providers	6
6. Planning for alternative provision.....	6
7. Roles and responsibilities.....	7
7.1 Local Authority (LA).....	7
7.2 Trustees.....	7
7.3 Executive Team	8
7.4 Headteacher.....	8
7.5 Alternative Provision Lead (As delegated by Headteacher)	8
7.6 Designated Safeguarding Lead (DSL)	9
7.7 Attendance Champion	9
7.8 Assessment Lead	10
7.9 SENCO	10
8. Referral process	11
9. Learners with additional needs.....	12
10. Notifying parent/carers.....	12
11. Communication with providers	13
12. Monitoring academic progress, behaviour and welfare.....	13
13. Monitoring attendance	14
14. Reintegration	15
15. Equal Opportunities	16
16. Appendix 1 Risk Assessment For Alternative Provision	17

1. Statement of intent

Voyage Education Partnership recognises the need to ensure that our curriculum is inclusive and accessible, providing opportunities for all learners to succeed; furthermore, we recognise the need to offer other provisions to some learners that allow them to achieve their potential outside of what is accessible at the academy.

Alternative provision as defined by the DfE (2013) is:

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

This policy outlines the key aspects of alternative provision, including the reasons for which a learner may be directed to alternative provision, the referral process, and the methods of reintegration.

2. Legal Framework

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

- Education and Inspections Act 2006
- Data Protection Act 2018
- The General Data Protection Regulation
- Education Act 2002
- [DfE \(2013\) 'Alternative Provision'](#)
- [DFE \(2024\) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'](#)
- DfE (2025) ['Keeping children safe in education'](#)
- [DfE \(2018\) 'Mental health and behaviour in schools'](#)

This policy operates in conjunction with the following policies:

- Child Protection and Safeguarding Policy
- Curriculum Policy
- Behaviour Policy
- Equal Opportunities Policy
- Attendance Policy
- Learners who are unable to attend due to health needs
- Acceptable Use Policy
- Health and Safety Policy
- SEND Policy
- Exclusion Policy

3. Definition

For the purposes of this policy, '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 school for pupils on a fixed-period exclusion; and pupils being directed by schools to off-site provision to improve their behaviour.' (DFE Alternative Provision – Page 3).

In addition, it is recognised that there are also provisions which are not arranged by an academy, such as football academies. As academies remain responsible for the safeguarding of the learner whilst attending these provisions, this policy applies to them in the same way.

4. Purpose of Alternative Provision

- Each academy recognises that all learners are individuals with different strengths and areas of development, and that mainstream education may not meet the needs of all learners.
- Alternative provision focusses on ensuring that learners continue to receive a high-quality education whilst their needs are being addressed and offers a variety of alternative curriculum provisions to support learners' wider development.

Each academy may arrange alternative provision for learners for several reasons including, but not limited to, the following:

- To encourage the inclusion in education of learners who have had one or more fixed-period exclusions, or who are at risk of permanent exclusion
- To ensure learners are offered a variety of alternative curriculum provisions as a way of supporting their wider development, and equip them with skills and experience that will benefit them later in life
- To further personalise the curriculum for some learners, where there is a need
- To meet the needs of learners who struggle to meet the academic and social demands of mainstream education expectations
- To meet the needs of learners who because of illness or other reasons, including social, emotional and mental health (SEMH) needs, would not receive suitable education.
- To negate any damage caused by negative experiences a learner may have had in subject areas they cannot access
- To meet legal obligations

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

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

- Learners can access a variety of educational options, including academic and vocational routes
- Learners are given a greater degree of flexibility in what and how they learn, which can increase motivation
- Learners are given a level of independence and are encouraged to take responsibility for themselves.

Alternative provision will differ from learner-to-learner dependent on their needs; however, the providers commissioned by the academy aim to:

- Be suited to individual learners' capabilities and identify their specific personal, social and academic needs in order to help them overcome any barriers to attainment.
- Achieve good academic attainment on par with mainstream academies and deliver appropriate accreditation and qualifications.
- Improve learner motivation, self-confidence, attendance and engagement with education.

- Provide clearly defined objectives to the academy and learner, including the next steps following the placement such as reintegration into mainstream education.

5. Suitability of providers

All academies can access alternative provision placements and have procedures in place to ensure learners make good progress whilst at the provision, as outlined in the monitoring academic progress, behaviour and welfare section of this policy.

The suitability of the providers of alternative provision commissioned or decided by an academy will be subject to initial suitability checks and be subject to ongoing assessment to ensure they offer the best path for the academy's learners.

The headteacher, supported by the Designated Safeguarding Lead (DSL), will ensure all providers to the academy are registered and approved by the CEo, and that they have relevant policies in place to cover safeguarding and health and safety.

In line with OFSTED guidance, being on an Local Authority approved list is not sufficient to ensure that all appropriate checks have been completed. Academies must still complete their own.

The headteacher is responsible for ensuring that all necessary checks have been completed, in line with Trust Safer Recruitment and Child Protection policies. For unregistered providers, a comfort letter is not sufficient evidence of these checks being completed.

6. Planning for alternative provision

Each academy will focus on the early assessment and identification of a learner's needs, including any SEND or SEMH need, and will work in collaboration with partner agencies in health and children's social

care, educational psychology, and children and young people's mental health services to support the learner to engage in education.

If the support the academy implements for the learner does not lead to increased engagement in education or improvements in the learner's welfare, the headteacher, in collaboration with other members of staff such as the SENCO, will consider if the learner should be directed to alternative provision.

If the decision is made that a learner is to be directed to alternative provision, the academy will ensure that a personalised plan for intervention is developed, setting clear objectives for improvement and attainment, timeframes, arrangements for assessment and monitoring progress, and a baseline of the current position against which to measure progress.

Intervention plans will be linked to other relevant information, such as EHC plans.

Full records of all alternative provision (and other) placements will be maintained, including information on the learner's progress, achievements and destination following their placement, as well as the learner's own assessment of their placement.

7. Roles and responsibilities

7.1 Local Authority (LA)

The Local Authority is responsible for:

- Arranging suitable full-time education for learners who have been permanently excluded from an academy, as outlined in the arranging provision for excluded learners' section of this policy.
- Arranging suitable full-time education for learners who would not receive suitable education without alternative provision, e.g. because of illness.
- Monitoring the quality of provision it commissions (currently Springwell and Pilgrim Hospital school)

7.2 Trustees

The Trust will be responsible for:

- Monitoring and reviewing the implementation of this policy.

7.3 Executive Team

The Executive Team will provide appropriate challenge and support to ensure the academies it sponsors engage in effective policy into practice and will hold the Headteacher to account for the implementation of this policy.

7.4 Headteacher

The Headteacher will be responsible for:

- Taking overall responsibility of the academy's use of alternative provision and the implementation of this policy
- Ensure an appropriate member of the SLT will lead on AP as Alternative Provision Lead or undertake the AP Lead role and responsibilities as outlined below as.
- Arranging, with the agreement of the Trust Executive, suitable full-time education for learners who receive a fixed-period suspension of more than five academy days, as outlined in the arranging provision for excluded learners' section of this policy.
- Providing timely and accurate information to the Trust Executive Team relating to all Alternative Provision
- Reporting on the effectiveness of the implementation of this policy to the Trust.
- Ensuring that budgets for alternative provision are established in due time, approved by the Trust and managed effectively
- Reviewing the AP risk assessment with the AP lead to ensure suitability of provision
- Continually assessing the quality and suitability of providers of alternative education.
- The headteacher will ensure the following roles and responsibilities be carried out

7.5 Alternative Provision Lead (As delegated by Headteacher)

The alternative provision lead will be responsible for:

- Completing the AP risk assessment and initial visit, Appendix 1, prior to any placement commencing

- Maintaining up to date records for all learners currently attending any alternative provision and be able to produce these on request. This includes logs of all contact made during the placement.
- Liaising with the relevant members of staff, e.g. the DSL and SENCO, to ensure that the appropriate measures are in place to support learners in alternative provision
- Undertaking visits to the alternative provision sites, on a regular basis and as requested by the SLT, to review the progress of relevant learners
- Notifying parent/carers as early as possible when the academy is considering directing their child to alternative provision, as outlined in the notifying parent/carers section of this policy
- Sharing the relevant information with the chosen alternative provision provider to facilitate the transition from the academy to the provider (including safeguarding, SEN and medical information)
- Supporting members of staff with the monitoring and support of alternative curriculum provision
- Deciding on an appropriate course of action, in conjunction with the SLT and headteacher, if informed by a provider of any serious behavioural incidents involving the academy's learners
- Assisting in the identification of learners with additional needs and developing appropriate support plans for these learners
- Assisting in the development of reintegration plans for learners

7.6 Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead will be responsible for:

- Working with the headteacher to ensure that the providers used by the academy are registered and approved, and that they have the relevant policies in place to cover safeguarding, child protection, and health and safety.
- Working with the headteacher to ensure that all adults at the provision are cleared to work with learners, e.g. they have the relevant checks.
- Ensuring that all alternative providers receive and adhere to the academy's Child Protection and Safeguarding Policy.
- Liaising with the alternative provision where learners have a social worker, to ensure that they have the necessary information to meet their needs. This includes providing contact details for social workers and the VSH.
- Sharing safeguarding and child protection information with the provider in a suitable format.

7.7 Attendance Champion

The Academy Attendance Champion will be responsible for:

- Monitoring the attendance of learners who have been referred to alternative provision and updating the academy's records on a weekly basis.
- Providing attendance updates to the alternative provision lead on a weekly basis.
- Establishing communication with the alternative provider to ensure absences are communicated daily.
- Ensuring that any unauthorised periods of absence are followed up, including making home visits where necessary.

7.8 Assessment Lead

The Academy Assessment Lead will be responsible for:

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

7.9 SENCO

The SENCO will be responsible for:

- Informing the LA caseworker, where a learner has an EHCP, if there is any possibility that they may require alternative provision
- Giving alternative provision providers details of a learner's SEND, where appropriate, so their placement can be catered to them.
- Completing any referrals or requests which are recommended by the provider but not within their remit to complete.
- Maintaining records of SEND provision whilst the learner is attending the alternative provision
- Coordinating annual reviews (for learners with an Education Health and Care Plan) and completing the required paperwork whilst the learner is in alternative provision
- Maintaining contact with the LA caseworker (where a learner has an EHCP)
- Making a request for a Education, Health and Care Needs Assessment to be completed should this be recommended by the provider.

8. Referral process

An academy will work in conjunction with the LA and alternative provision providers to follow the appropriate procedures for referring and admitting learners to alternative provision. For alternative provision appropriate to improving behaviour, see Lincolnshire Ladder of Intervention for guidance and more information.

Once the Headteacher has taken the decision to direct a learner to alternative provision, the learner and their parent/carers will be called for a meeting with the headteacher and alternative provision lead.

At the meeting, the alternative provision lead will clearly explain to the learner and their parent/carers the reasons for directing the learner to alternative provision.

An agreement will be made between the academy and the parent/carers with regards to referring the learner to alternative provision. This agreement will be reviewed on a termly basis, and the timescales and responsibilities for reviewing the agreement must be made clear to providers, parent/carers and learners.

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

Parent/carers of the learner will be fully involved in the referral process and any decisions taken to refer their child to alternative provision.

Prior to the learner commencing a placement, the alternative provision risk assessment must be completed and all necessary documentation gathered.

Once parent/carers have agreed for their child to be directed to alternative provision, and a placement has been agreed with a provider, the learner must attend any on or off-site provision; failure to attend the provision will carry the same consequences as non-attendance at the academy, as outlined in the Attendance Policy.

Where parent/carers refuse to accept the offer of alternative provision, this will be documented on the learner's pupil record.

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

9. Learners with additional needs

Where the academy has concerns about the behaviour, or risk of exclusion, of a learner with additional needs (including SEND and SEMH needs) and/or an EHC plan, and/or an IHP or a looked-after child, the headteacher, DSL and SENCO will consider what additional support or alternative placement may be required.

The academy will always ensure there has been an accurate assessment of a learner's needs to ensure that suitable alternative provision is put in place.

10. Notifying parent/carers

Where the academy directs a learner to alternative provision, their parent/carers will be notified in writing.

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

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

The notification letter will:

- state the dates for which the learner will be required to attend alternative provision
- the time the provision will start
- the amount of time the learner is to spend at the placement each day
- the address the learner will need to attend
- the name of the person responsible for the provision.

A copy of the letter will be kept on the MIS learner record.

11. Communication with providers

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

The academy will maintain ongoing weekly contact with the provider and the learner to exchange relevant information, monitor progress and provide pastoral support.

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

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

12. Monitoring academic progress, behaviour and welfare

Upon placement in alternative provision, the academy will provide the provider with the learner's attainment data.

Whilst a learner is placed in alternative provision, the academy will monitor their academic progress, behaviour and welfare.

Providers are required to complete a termly report on the learner's academic progress, behaviour and welfare, as part of the academy's monitoring process.

The alternative provision lead, or another suitable member of staff, will visit learners placed in alternative provision regularly.

If a serious behaviour incident occurs whilst a learner is in alternative provision, the provider will contact the academy.

Learners who are not making satisfactory progress at their placement will undergo a formal review meeting, which will be attended by the headteacher, alternative provision lead, learner, their parent/carers and the provider.

If a learner's progress does not improve following three formal review meetings, the academy may end the placement.

The placement may also be ended in some extreme circumstances, e.g. safeguarding concerns.

13. Monitoring attendance

Every academy recognises that, for alternative provision to benefit learners, they must attend the provision regularly; therefore, the academy will monitor the attendance of all learners in alternative provision.

Academies will make daily contact with the provider to confirm attendance.

The academy will contact learners' parent/carers, where their child has been regularly absent from provision, to resolve the issue and to ensure regular attendance is achieved.

The academy will formally monitor the attendance of learners placed in alternative provision and update attendance records on a weekly basis in line with the Attendance Policy.

Learners whose attendance falls below the academy's target will be subject to interventions as per the Attendance Policy and the Academy Attendance Procedures.

14. Reintegration

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

The AP Lead (or headteacher if appropriate) will arrange a meeting with the alternative provision setting to develop the reintegration plan.

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

The AP Lead will also speak to the learner to assess their views on the success of the placement.

In light of the final report and views of the learner, the AP Lead, with relevant SLT members as appropriate, will implement a reintegration plan based on the learner's needs. This may include a discussion with the learner's parent/carers and/or setting specific objectives for the learner to achieve on reintegration, e.g. attendance or behaviour.

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

15. Equal Opportunities

Voyage Education Partnership is committed to a policy of celebrating diversity, promoting equality of opportunity, providing an inclusive workplace, and eliminating any unfair treatment or unlawful discrimination. This overriding objective applies to all policies and procedures relating to staff and pupils. The Trust will always comply with the requirements of the Equality Act 2010 and associated guidance produced by the Department for Education.

16. Appendix 1 Risk Assessment For Alternative Provision

Alternative provision risk assessment

Name of school:

Assessment conducted by:	Job title:
Date of assessment:	Site covered by this assessment:

Related documents				
Exclusion Policy, First Aid Policy, Equality and Diversity Policy, Assessment Policy, Behaviour Policy, Child Protection Safeguarding Policy, SEN policy, Health and Safety				
Risk rating		Likelihood of occurrence		
		Probable	Possible	Remote
Likely impact	Major Causes major physical/emotional injury, harm or ill-health.	High (H)	H	Medium (M)
	Severe Causes physical/emotional injury or illness requiring first aid or support. Significantly reduces the likelihood of success in adulthood	H	M	Low (L)
	Minor Causes physical or emotional discomfort. Likely to reduce the success of the learner in adulthood.	M	L	L

Risk	Risk rating prior to action H/M/L	Recommended controls See checklist	In place? yes/no	Checked by whom?	Risk rating following action H/M/L
The provider is unregistered and therefore has not been checked by OFSTED.		<ul style="list-style-type: none"> • The registration status of each provider is carefully checked with DFE • Alternative provision that contravenes the regulations about registration is not used. • Discussion with CEo if there is any uncertainty about the registration status of the provider. 			
There are no agreed expectations of the placement.		<ul style="list-style-type: none"> • The academy is clear about its expectations and responsibilities, and ensures the provider is aware of these. • The academy works with the provider prior to any pupils' placements, regarding the accurate and appropriate assessment of each pupil. • There is written agreement before the placement commences. 			
Staff at the provision have not been vetted in line with Trust Policy.		<ul style="list-style-type: none"> • Staff at the registered alternative provision are checked to ensure they have the appropriate checks, for example, DBS checks. • The providers have a single central record in place. • A comfort letter is obtained from the provider prior to the commencement of the placement(registered provisions) • SCR is checked and is in line with Trust expectations. • References are obtained (where unregistered) • DBS and other checks have been reviewed. (unregistered) • Right to work in UK has been checked (Unregistered) • Social media Presence has been vetted. • Employment history has been checked. 			
The provision does not follow the National		<ul style="list-style-type: none"> • The quality of teaching and learning at the alternative provision, and the impact of this on pupils' progress towards the qualifications they are studying towards, are systematically evaluated. • The impact of alternative provision on pupils' employability skills are tracked and evaluated. 			

Risk	Risk rating prior to action H/M/L	Recommended controls See checklist	In place? yes/no	Checked by whom?	Risk rating following action H/M/L
<p>Curriculum/ syllabus.</p> <p>There is no planned approach to careers education.</p> <p>The curriculum is not broad and balanced and does not promote basic skills in maths and English.</p>		<ul style="list-style-type: none"> • Academic progress made by pupils who attend alternative provision is systematically evaluated. • The provision has a strong focus on literacy and numeracy development. • All courses provided lead to accredited qualifications. • The academy takes full responsibility for ensuring that the provision offers high-quality education and is suitable for pupils' individual needs. • The academy visits the pupils at their provision regularly and frequently to ensure their wellbeing and progress. • Support is in place to ensure that pupils who miss part of the curriculum due to their part-time provision receive adequate support and the chance to catch up. • A work experience coordinator arranges appropriate careers guidance and extended work placements as needed. • Pupils in alternative provision are taught a well-balanced academic and vocational curriculum that is adapted to suit their ability. • A copy of the OFTSED report has been obtained which demonstrates evaluation of teaching and learning. 			
<p>Learners make no social progress whilst in the provision</p>		<ul style="list-style-type: none"> • Social progress made by pupils who attend alternative provision is systematically evaluated. • A member of staff from within the AP has been identified who will have ongoing contact with the pupils, provider, and parents. 			
<p>Learner makes no personal progress whilst in the provision</p>		<ul style="list-style-type: none"> • Personal progress made by pupils who attend alternative provision is systematically evaluated by the academy. • Visits to pupils at their provision are organised prior to the commencement of the placement and are set up regularly and frequently to monitor their wellbeing and progress. 			

Risk	Risk rating prior to action H/M/L	Recommended controls See checklist	In place? yes/no	Checked by whom?	Risk rating following action H/M/L
Safeguarding arrangements are not effective		<ul style="list-style-type: none"> The academy ensures the provider has a good understanding of child protection procedures, and is alert to any concerns that may arise, and understands what to do if this occurs. The provider receives full copies of the academy's child protection policies, including policies surrounding e-safety and social media. All ICT equipment has the appropriate firewalls or filters installed. The names and contact details of those responsible for safeguarding are given to the provider. The name and contact details for the DSL at the provision are obtained by the academy. Information about the learner's CP status and social worker contact details (where appropriate) have been shared with the provider. 			
There are no intended outcomes for the provision.		<ul style="list-style-type: none"> The academy ensures the initial referral form is completed with the appropriate level of detail to inform the provider. Providers are made aware of learners' career aspirations and the need to engage pupils actively. The academy ensures there is a clear reason for referral, the aims of the placement, the period in which the pupil will attend the placement, the date and time the placement will start, as well details of the session times. 			
The academy does not maintain accurate records of attendance and/or attainment data		<ul style="list-style-type: none"> Regularplanned discussions are held between the school, provider, pupils and parents, in advance of the placement and throughout. Providers report daily on the attendance of pupils, and at least termly on pupils' progress. 			
Facilities at the provision are not fit for purpose/		<ul style="list-style-type: none"> The accommodation and facilities used by alternative providers are fit for purpose and have been visited by academy staff prior to the commencement of the placement. 			

Risk	Risk rating prior to action H/M/L	Recommended controls See checklist	In place? yes/no	Checked by whom?	Risk rating following action H/M/L
comparable to the academy.		<ul style="list-style-type: none"> The academy ensures alternative provisions have work and leisure facilities, displays and resources that complement the ones found in the school. 			
The provider does not have due regard for the health and safety of learners.		<ul style="list-style-type: none"> The academy frequently checks that health, and safety is a high priority. The academy ensures health and safety risks are taught to learners by the provider. The provision provides all learners with the relevant safety equipment, such as high-visibility jackets and safety boots, and monitors their correct use during their visits. The academy ensures fire alarms are regularly tested at the provision and that staff are trained in fire prevention measures. A diary of recent fire drills is shown to the academy to ensure they take place regularly. The academy ensures the provision is familiar with The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013. The provider ensures there are arrangements for access to a qualified first aider. 			
The provision is not suitable for learner needs and could be suspended or excluded.		<ul style="list-style-type: none"> Pupils are taught a well-balanced academic and vocational curriculum that is adapted to suit their needs. There is a strong focus on careers education, citizenship and RE. There is a clear policy in place and the academy have a copy of this for their records. 			
The learner/ staff will not be covered in the event of an incident.		<ul style="list-style-type: none"> The academy ensures an appropriate, and up-to-date, insurance policy is in place at the alternative provision. 			

Risk	Risk rating prior to action H/M/L	Recommended controls See checklist	In place? yes/no	Checked by whom?	Risk rating following action H/M/L
The learner will not be able to attend the provision.	H	<ul style="list-style-type: none"> The academy ensures that appropriate transport has been arranged and that parents/ carers are aware of the arrangements. A comfort letter has been obtained from the transport company confirming all checks have been completed prior to commencement of the placement. 			
The learner will not have any food during the provision.	H	<ul style="list-style-type: none"> The academy ensures that providers plan for learners eligible for free school meals. Lunchtime arrangements for pupils who are not eligible are confirmed with the provision. 			

17. Appendix 2 Checklist for Alternative Provision

Checklist Prior to Commencement of AP Placement

Name of AP Setting		
Address		
Telephone		
Key Contact at the AP Setting (Name/Role)		
Email		
Pre-placement visit carried out by (Name/role)		
School/ Organisation		
Email		
Date of Visit		

Pre-Placement

	Y/N	By (Name/Role)	Date	Comments
Visit completed commissioner to the setting?				
Has the young person been actively involved in the planning of the placement?				
Has the parent/carer/social worker been involved in the planning of the placement?				
Have other professionals been involved? (VSH, LA caseworker, YOT keyworker)?				
Has a taster session been arranged for the young person?				

Has the OFTSED registration been checked?				
Does the AP setting have a website? Has this been checked?				

Safeguarding

	Y/N	By (Name/Role)	Date	Comments
Does the setting have an appropriate child protection policy?				
When visit was completed, were signing in procedures adequate?				
Was information available about safeguarding leads?				
Is there a named DSL? What training have they had? Is it up to date?				
What training do other staff receive? Is this completed annually?				
Does the commissioner have assurance that all staff have up to date checks? DBS etc As per KCSIE 224				
Is there an SCR in place for staff and volunteers?				
Does the setting have an appropriate recording system for concerns? And storing forms/ files?				
Does the AP setting have an appropriate system for notifying commissioners/schools				

of safeguarding issues without delay? ¹				
What is the setting's data protection policy?				
What is the setting's photo consent policy?				
Has it been agreed how/when the daily attendance/ absence will be communicated to the commissioner/ school?				
Is the site secure?				
Does the AP confirm that the learner will not be allowed to leave site unless this is part of the provision, and it is supervised?				
Does the AP have a policy on physical intervention? If restraint is used, who is trained and is this up to date? How are incident recorded?				

Health and Safety

	Y/N	By (name/role)	Date	Comments
Does the AP setting have adequate insurance?				
Does the setting have an adequate Health and Safety Policy?				
Can the AP demonstrate that it has appropriate fire risk assessment?				
Can the AP setting demonstrate that it has a fire				

¹ Note: **Rapid reviews and child safeguarding practice reviews have highlighted that missed opportunities to record, understand the significance of, and share information in a timely manner can have severe consequences for children** from [Working together to safeguard children 2023: statutory guidance \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/101233/Working_together_to_safeguard_children_2023_statutory_guidance.pdf) p18.

evacuation plan and regularly carries out practice fire evacuation procedures?				
Does the setting have a First aid policy?				
Who is the setting's trained first aiders? Is the training in date?				
If the AP setting involves animals, have all the appropriate safety measures been agreed?				
If the AP setting involves the use of machinery and/or tools, has a risk assessment been created?				
If placement involves the use of machinery/tools, when/ how will the young person receive suitable training?				
Will the young person require any special clothing or equipment? If so, who will provide this?				
Is the environment appropriate for the young person? Is it well-maintained?				
If off-site visits or trips form part of the placement, are suitable risk assessments in place?				
If the provision takes place in the family home, have the appropriate checks been				

carried out? Does the setting have a lone-worker policy to ensure appropriate safeguarding?				
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Behaviour

	Y/N	By (name/role)	Date	Comments
Does the setting have an appropriate behaviour policy?				
Is there a rewards system?				
Are there any sanctions? What are they?				
How does the setting demonstrate that behaviour management is strong?				
Are appropriate systems in place for recording and communicating behaviour incidents?				
Does the setting have an exclusion policy?				
Has it been agreed what will happen if the placement does not work/ is not appropriate?				

Provision Offer

	Y/N	By (name/role)	Date	Comments
Does the school have clear aims and objectives for the placement in line with the young person's curriculum?				
Will the young person be undertaking any statutory assessments/ qualifications?				
Can the setting demonstrate success rates in these assessments/ qualifications?				
How can the setting demonstrate that teaching and learning is of a high standard?				
Has/ will a baseline assessment be completed? How will this be shared?				
Are appropriate tracking systems in place?				
Have appropriate arrangements been made for snacks and lunches?				
If the young person is entitled to free school meals, how will they receive their entitlement?				