



Alternative provision arrangements, advice, and guidance

Approved by:

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1. Introduction

- 1.1. This advice, guidance and process is based upon the Education Act 1996 Section 19(1)¹, which defines the exceptional provision of education in pupil referral units or elsewhere, such as Alternative Provision providers. It follows the Alternative Provision Statutory Guidance², which provides a set of guiding principles that Wigan Local Authority (LA) officers and schools should follow to ensure that children and young people benefit from high quality provision, which is safe, secure, and appropriate to their individual needs.
- 1.2. This guidance will be used by all schools including academies, free schools and independent schools, specialist providers and LA commissioners to commission Alternative Education for Children and Young People who are: -
- At risk of suspension or permanent exclusion from school; or
 - Suspended from school and require school to provide an alternative from day 6; or
 - At risk of disengaging from mainstream education and/; or
 - Require additional support, negotiated between the schools as per the local managed move/ off site direction protocol 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 Looked After Child awaiting a school place.
- 1.3. Alternative Provision is defined as ‘education arranged 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/LAs to off-site provision to improve their behaviour’ (DfE 2013). *Please note fixed period exclusion is now referred to as suspension. Responsibility for education remains the responsibility of the school from day 6.*³
- 1.4. This guidance should also be applied when school leaders are considering off-site direction to address behaviour as outlined in paragraphs 35 – 46.
- Off-site direction is when a governing board of a maintained school requires a pupil to attend another education setting to improve their behaviour. Whilst the legislation does not apply to academies, they can arrange off-site provision for such purposes under their general powers. Where interventions or targeted support have not been successful in improving a pupil’s behaviour, off-site direction should be used to arrange time-limited placements at an AP or another mainstream school.*
- ‘Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, DfE September 2022.*
- 1.5. Schools/LAs can use such provision to try to prevent exclusions, or to re-engage pupils in their education. Pupil referral units are themselves a form of alternative provision, but some pupils who are on the roll of a pupil referral unit also attend additional forms of alternative provision off site.
- 1.6. This guidance reflects proposals for Alternative Provision as set out in ‘Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) Improvement Plan’ DfE

¹ [Education Act 1996 \(legislation.gov.uk\)](https://www.legislation.gov.uk)

² [Alternative Provision guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk)

³ [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk)

March 2023⁴. This plan sets out a strategy to improve SEND and AP provision over the two years to 2025.

1.7. Alternative Provision is proposed to be delivered in three strands:

- Targeted support in mainstream schools – AP specialist early interventions and support to help at risk pupils to stay in mainstream schools.
- Time limited placements – Short-term placements in AP schools to assess and address pupil's needs, with the expectation of return to their mainstream school.
- Transition placements -Placements in AP schools for pupils who need support to move on to a new mainstream school or post-16 destination.

2. Good Alternative Provision

2.1. Good alternative provision is that which appropriately meets the needs of pupils and enables them to achieve good educational attainment comparatively with their mainstream peers. All pupils must receive a good education, regardless of their circumstances or the settings in which they find themselves. Provision will differ for each child or young person based on their needs, but there are some common elements that alternative provision should aim to achieve, including:

- good academic attainment in line with mainstream schools, where pupils are attending full time – particularly in English, maths, and science (including computing) – with appropriate accreditation and qualifications.
- that the specific personal, social, and academic needs of pupils are properly identified and met to help them to overcome any barriers to attainment. This should include spiritual, moral, social, and cultural development (SMSC) and promotion of the British values of democracy.
- improved pupil motivation and self-confidence, attendance, and engagement with education; and
- clearly defined objectives, including the next steps following the placement such as reintegration into mainstream education, further education, training, or employment.
- A provision that has a strong culture of safeguarding

3. What schools/LAs should consider when they are commissioning Alternative Provision

3.1. Responsibility for the alternative provision used rests with the school commissioning the placement or the LA in the cases where they are the commissioner. All parties should carefully consider what providers are available that can meet the needs of their pupils, including the quality and safety of the provision, costs and value for money.

3.2. Where a school/LA commissions the placement, they should maintain on-going contact with the provider and pupil, with clear procedures in place to exchange information including, but not limited to, attendance, progress, and pastoral support. At its core this should prioritise the commissioners (school/LA) safeguarding duty, sharing pertinent information to keep children safe in education including daily attendance checks.⁵ There should also be

⁴ [Special Educational Needs and Disabilities \(SEND\) and Alternative Provision \(AP\) Improvement Plan \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/111111/Special_Educational_Needs_and_Disabilities_(SEND)_and_Alternative_Provision_(AP)_Improvement_Plan.pdf)

⁵ [Working together to improve school attendance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/111111/Working_together_to_improve_school_attendance.pdf)

reassurance on the quality of provision. Schools should consider collaborating on quality assurance processes where capacity allows.

- 3.3. The school/LA commissioning the placement should maintain a full record of all placements they make, including a pupil's progress, attendance, achievements, and destination following the placement. This should also include the pupil's own assessment of the success of the placement to help them reach their goals.
- 3.4. It is the commissioning school's/LAs responsibility to arrange timely payments to providers.

4. Alternative Provision Directory

- 4.1. Wigan Council is developing an Alternative Provision Directory in response to feedback from school inclusion managers. The directory describes locally based alternative provision, what they offer and associated costs to be met by the school or LA. This is intended as a list for schools to identify support available in their area and shows information such as courses available, age of pupils, costs and if the provision is regulated or not.
- 4.2. The directory is not an approved list of providers, instead it lists providers who have met our Wigan framework of minimum standards around the safety and legality of provisions, to ensure that only provision meeting these standards will be listed.

5. DfE Registration Requirements

- 5.1. Schools/LAs should be aware of any organisations operating outside of the Ofsted/DfE registration processes, and should inform Ofsted if they consider a provider to be operating as an unregistered school:
 - Any provider of education should be registered as an independent school if it meets the criteria – **that it provides full-time education to five or more pupils of compulsory school age, or one such pupil who is looked-after or has an Education Health and Care Plan. All Alternative Provision Academies and Alternative Provision Free Schools must be registered as schools whether they are full-time or part-time.**
 - Unregistered schools - Ofsted may receive information regarding possible unregistered schools. If there is a possibility of any education provider operating illegally, Ofsted will conduct inspections at reasonable notice.
 - Schools making a disclosure of an unregistered provider should also inform the LA. If you suspect that a provider is potentially operating as an unregistered independent school, please contact A.Guest@wigan.gov.uk to discuss further.

6. Definition of full-time provision

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

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

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

- 6.2. Additionally, the 'Ensuring good education for children who cannot attend school because of health needs' Guidance provides that although the law does not define full time education, children with health needs should have provision which is equivalent to the education they would receive in school, however if, for example, one to one tuition is provided, this can be for fewer hours because it is more concentrated.
- 6.3. **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.**
- 6.4. For the purposes of providing education for EHCP or Children Looked After clarity was sought with the DfE. If the provision is the **only education available** to the child, it should be considered as **full-time** even if it is below 18 hours per week.

7. Key points for consideration before commissioning Alternative Provision

- Has the pupil, parents/carers, social worker, and relevant teacher been spoken to before a decision about alternative provision has been made? Does everyone involved agree that this is in the best interests of the child? What steps have been taken to resolve issues?
- What other considerations are there, such as transport arrangements?
- Have the pupils views been considered? What do they want, or need, to get out of the provision?
- How long should the provision be for?
- Is it part time or full time?
- How will it fit with the pupil's mainstream curriculum?
- What will success look like at the end of the provision?
- How will the provider plan to facilitate reintegration into a school?
- What outcomes do you hope to achieve – particularly in the areas of attendance, attitude, attainment, behaviour, and positive destination?
- If the commissioner is a school, they can seek additional assistance, advice, and guidance from the Local Authority.

8. Recommended commissioning checklist *(See also appendix 1 for AP provider sample evaluation)*

8.1. check providers have:

- a) Safeguarding and child protection policy
- b) Safe recruitment and vetting checks for staff and management
- c) Qualifications and experience of staff including CPD and evidence of safeguarding training.
- d) Health and safety policy
- e) Complaints procedure
- f) Quality of accommodation
- g) Arrangements for administering First Aid
- h) Fire risk assessment and procedures

8.2. You should also:

- a) Give providers information in writing about social networking, the use of social media and e-safety, making the school's expectations clear.
- b) Give providers information in writing about the school's expectations for child protection and procedures they should follow if they have a concern about a pupil.
- c) Support providers to access local appropriate safeguarding training⁶ and information⁷
- d) Give providers information in writing about how the school should be informed of attendance and agree the subsequent follow up of absence.
- e) Ensure that the provider is transparent with costs and that the service you are commissioning is value for money and appropriate to the needs of the child/young person.
- f) Ensure appropriate systems are in place in respect of information sharing and outline expectations regarding compliance with relevant Data Protection Legislation.

9. Health and Safety

- 9.1. The Health and Safety at Work Act 1974 places a duty on employers, including alternative education providers to ensure, so far as is reasonably practicable, the health, safety and welfare at work of its employees, and others who are affected by their activities such as young people on educational placements.
- 9.2. Under the Management of Health and Safety at Work Regulations 1999, employers have a responsibility to ensure that young people at work (including those attending alternative education provision) are not exposed to risk due to lack of experience, being unaware of existing or potential risks and/or lack of maturity, physical capability etc.
- 9.3. This information should be referred to in conjunction with this guidance.

⁶ [Wigan Safeguarding Childrens Board - Homepage \(wiganlscb.com\)](http://wiganlscb.com)

⁷ [NSPCC Learning homepage - safeguarding training and resources](http://www.nspcc.org.uk/learning)

9.4. Key points:

- a) The alternative education provider (employer) has primary responsibility for health and safety of the pupil and should be managing any significant risks. Schools/LAs should take reasonable steps to satisfy themselves that providers are doing this.
- b) Those commissioning and organising alternative education provision must be competent and ensure it is appropriate for pupils concerned. Provision must be age appropriate and take into consideration any pupils who might be at greater risk, for example due to health conditions or special educational needs, so this can be considered when planning the placement. This should also include details of any medical or behavioural circumstances.
- c) Schools/LAs should discuss with the provider what the pupil will be doing during the placement, noting any relevant precautions. The alternative education provider (employer) can include specific factors for young people into their existing risk assessment as appropriate.
- d) Providers must inform parents/carers of any significant health and safety risks to their child on placement and how they are being controlled. Providers must also inform the school.
- e) When commissioning alternative education provision, relevant health and safety information should be obtained to assess the suitability of the provider. The government's Crown Commercial Service Standardised Pre-Qualification Questionnaire includes information on health and safety which should be considered as part of the process when commissioning alternative education provision. The Institution of Occupational Safety and Health (IOSH) have also produced a public service procurement health and safety checklist which can be used to consider key health and safety issues. These lists are not exhaustive and schools/LAs should ensure that adequate health and safety information is obtained.
- f) It is the responsibility of schools/LAs to decide the extent of checks that are carried out when commissioning provision. This will be based on the type of environment and potential risks involved within the placement. Checks should be kept in proportion to the risks involved.
- g) In lower risk environments, information gained may be relatively straight forward and limited, whilst in environments with less familiar risks or for those in higher risk environments, such as construction, agriculture, manufacturing, or motor vehicle repairs, as well as workshop/machinery environments etc.; the checks will need to be more robust.
- h) Schools/LAs should satisfy themselves that adequate health and safety arrangements are in place and the work the pupil will be doing is being effectively managed to ensure their health and safety. This will need to consider induction, training, supervision, site familiarisation and any protective equipment that might be needed etc. In addition, pupils should know how and who to raise health and safety concerns.
- i) Schools/LAs should also check that the provider understands about the specific factors relevant to young people at work, including certain industry specific prohibitions and limitations.
- j) For all environments, **Wigan Council strongly recommend that a physical check of the provider and placement is carried out by a competent person. A competent person is somebody who has suitable training, skills, experience, and knowledge.** Physical checks should look at the general suitability of workplace conditions, housekeeping, toilets

and washing facilities, fire precautions, guarding of machines, provision of any necessary protective equipment etc. This list is not exhaustive and there may be other important aspects to consider dependent upon the type of environment and risks involved.

- k) There should also be agreement on key points of contact between the provider and school during the placement to discuss any issues or concerns. This includes the reporting of any serious accidents or incidents to the school who should follow their own employer's accident reporting procedure.
- l) The commissioner (Schools/LAs) should carry out appropriate monitoring throughout the placement to satisfy them that providers are continuing to manage the health and safety of pupils on placement. This could be undertaken as part of a general quality assurance visit to assess the overall effectiveness of the provision. Health and safety checks should be undertaken by a competent person and be kept in proportion to the environment and risks involved. Checks should be recorded.
- m) Providers should complete the Statement of Significant Risks & Control Measures Form. For further information and advice, schools/LAs should contact their health and safety advice provider. For more information on health and safety competent advice, refer to: hse.gov.uk

10. Safeguarding

- 10.1. **Safeguarding and promoting the welfare of children and young people is everyone's responsibility.⁸ Everyone, who comes into contact with children and their families, has a role to play. This means that everyone should consider, at all times, what is in the best interests of the child/young person.**
- 10.2. Safeguarding and promoting the welfare of children (all young people under the age of 18) is defined for the purposes of this guidance as:
 - protecting children from maltreatment.
 - preventing impairment of children's mental and physical health or development.
 - ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
 - taking action to enable all children to have the best outcomes.
- 10.3. **All staff** have a responsibility to provide a safe environment in which children can learn.
- 10.4. Commissioning schools/LAs must satisfy themselves that providers are compliant with the most up to date statutory guidance Keeping Children Safe in Education. A key part of this process should be school/LA staff ensuring that staff at the registered alternative provision had appropriate checks, for example Disclosure and Barring Service (DBS) checks.
 - Give providers good quality information in writing about the commissioners' expectations for child protection and procedures they should follow if they have a concern about a pupil. Support them to access safeguarding CPD.
 - Undertake good quality risk assessments jointly with the provider, covering both the activity itself and the pupil in the context of the activity. Check that health and safety measures are securely in place.

⁸ [Keeping children safe in education 2022 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

- Ensure that all other relevant information is shared with providers, including any information on special educational needs, literacy, behaviours that challenge, strategies that have worked in the past, aptitudes and interests.
- Ensure arrangements are in place for working with other relevant services such as social care, educational psychology, drug support services. When a learner has an EHC plan, liaise with the Local Authority.

11. Commissioner Responsibilities

11.1. Once a placement has been agreed, a named contact from the school/LA (representing whoever commissions the provision) maintains responsibility for:

- Pupil welfare: safeguarding, child protection and ensuring parents/carers, social workers and pupil are aware of the arrangements.
- Attendance monitoring and follow-up of absences using a secure on-line attendance and absence reporting system:
- Meeting the needs identified within a child's Education Health and Care plan.
- Transport arrangements.
- Where a pupil is eligible for free school meals, this will need communicating to the provider and suitable arrangements made.
- Sanctioning a fixed term or permanent exclusion; **pupils are legally on the roll of a school and therefore only the pupil's home school can sanction these.** However, if a pupil has breached a Provider's code of conduct or poses a health and safety risk to others, the Provider may use their internal procedures to suspend the Pupil from attendance at their provision. **Providers should always discuss the use of such a sanction with the pupil's school and agree arrangements during the period of suspension before any action takes place.** The provider should notify the school if the placement cannot continue detailing reasons.
- Pupil outcomes – schools/LAs commissioning alternative provision must ensure it meets the child's educational and personal needs.
- Maintaining primary contact with parents/carers, unless it has been agreed with the provider that this is delegated.
- When remaining on school roll, ensuring the child remains a member of the school community, such as involvement with extra-curricular activities, social events, parents' evenings, letters to parents or child, and rewards.
- Careers guidance, schools/LAs to ensure pupils receive their full entitlement to careers information, advice and guidance.
- Post 16 destinations, to prevent young people becoming NEET.
- **Frequently reviewing pupils' placements so that they have a better understanding of how well pupils are doing and whether the placement continues to meet pupils' evolving needs.**

12. Recording and Monitoring Attendance

12.1. All schools, LAs and providers should ensure they are compliant with Working Together to Improve School Attendance guidance.⁹

⁹ [Working together to improve school attendance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/424242/Working_together_to_improve_school_attendance.pdf)

- 12.2. The Local Authority has a statutory responsibility to identify and track pupils missing, or at risk of missing education. This includes children who are not attending school provision full time and those accessing alternative provision. The LA role includes:
- Establishing a central database of all children not accessing full-time education in the usual way, including those who are accessing alternative provision.
 - Monitoring the quality and amount of provision, educational and social outcomes, for all children and young people of compulsory school age who do not access education in the usual way.
 - Sharing information across LA boundaries in a timely and appropriate way
 - Ensuring that every child is on the roll of a school, regardless of their circumstances, unless their parents have elected to home educate.
 - Supporting alternative providers of education to understand and comply with legal requirements especially safeguarding and registration.
 - Supporting schools to identify potential alternative providers.

13. Attendance and Duty of Care

13.1. Each pupil attending alternative provision must remain on a school roll (unless permanently excluded) and the school retains the ultimate duty of care for pre-16 pupils, wherever they are being educated. The school have the ongoing duty of care to the pupil, and the provider has an obligation and duty of care to the pupil and the school. To ensure continued robust safeguarding of pupils in placement, there is an expectation that school and providers record and monitor attendance. The responsibilities for monitoring attendance on a daily basis are as follows:

- The provider is responsible for enrolling pre-16 pupils onto their course(s) and for recording, monitoring, and reporting attendance and absences. This **MUST** be completed twice a day, am and pm. This is a legal requirement for any pre-16 group in the same way as it is for post-16 groups (The Education Pupil Registration (England) Regulations 2006).
- It is the school's responsibility to authorise and unauthorise any unexplained absences marked by the providers.

13.2. Schools and providers must adhere to the DfE national codes to record and monitor attendance and absence in a consistent way which complies with the regulations. They are also used for collecting statistics through the School Census System. The data helps schools, local authorities and the Government to gain a greater understanding of the level of, and the reasons for, absence.

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

13.3.1. **Code B: Off-site educational activity**

This code should be used when pupils are present at an off-site educational activity that has been approved by the school. Ultimately schools/LAs are responsible for the safeguarding and welfare of pupils educated off-site. Therefore, by using code B, schools are certifying that the education is supervised, and measures have been taken to safeguard pupils. This code should not be used for any unsupervised educational activity or where a pupil is at home doing schoolwork. **Schools should ensure that they have in place**

arrangements, whereby the provider of the alternative provision, notifies the school immediately of any absences by individual pupils. The school should record the pupil's absence using the relevant absence code.

13.3.2. Code D: Dual Registered – at another educational establishment

This code is not counted as a possible attendance in the School Census. The law allows for dual registration of pupils at more than one school. This code is used to indicate that the pupil was not expected to attend the session in question because they were scheduled to attend the other school at which they are registered.

The main examples of dual registration are pupils who are attending a pupil referral unit, a hospital school, or a special school on a temporary basis. It can also be used when the pupil is known to be registered at another school during the session in question.

Each school should only record the pupil's attendance and absence for those sessions that the pupil is scheduled to attend their school. Schools should ensure that they have in place arrangements whereby all unexplained and unexpected absence is followed up in a timely manner.

14. Quality Assurance

14.1. The responsibility for ongoing quality assurance and evaluation sits with the commissioning organisation. As a guide the following key areas for consideration when undertaking quality assurance and evaluation have been taken out of the Ofsted report published in February 2016:

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

14.2. Wigan Council would recommend a minimum of one visit per term to a provider. The scope and detail of regular reports (for example monthly) from providers will be agreed locally at the point of commissioning.

15. Provider Responsibilities

15.1. Providers must ensure they are compliant with the most recent DfE guidance around legislation and the definition of an independent school. Any provider of education should be registered as an independent school if it meets the criteria – that it provides full-time education to five or more pupils of compulsory school age, or one such pupil who is looked-after or has an EHCP. (see point 6 – definition of full-time.)

- a) All AP Academies and AP Free Schools must be registered as schools whether they are full-time or part-time. Please refer to Independent School Registration.¹⁰
- b) Maintain contact with the commissioning school and the pupil's parent/carer, with regular updates on the pupil's progress.

¹⁰ [Independent school registration guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

- c) Carry out an initial assessment of educational needs for the pupil **within one week** of referral to confirm what level of course and support is appropriate.
- d) Notify the school of attendance and absence; good practice would determine this is twice daily
- e) Provide relevant policies and procedures that relate to the child's welfare, education and safety for example; Safeguarding policy including the use of social media and E-safety, Health and Safety Policy and Behaviour Policy
- f) Attend relevant multi-agency meetings around the pupil when required, for example: Personal Education Plan (PEP) for children looked after, Early Help meetings, SEND review meetings and Social Care meetings
- g) Have clear monitoring criteria to judge the quality of the teaching and learning, and report this to the commissioning school at agreed intervals
- h) Provide a named contact for all matters pertaining to the pupils
- i) Be aware of and comply with Wigan Council's policies, standards and procedures.
- j) Maintain Individual Learning Plans, these set out the targets that the pupil will achieve on programme (e.g., L1 Functional Skills English, Pass grade) as well as the wider targets (e.g., 95% attendance, behaviour). All targets must be agreed by the pupil, the Provider and the School.

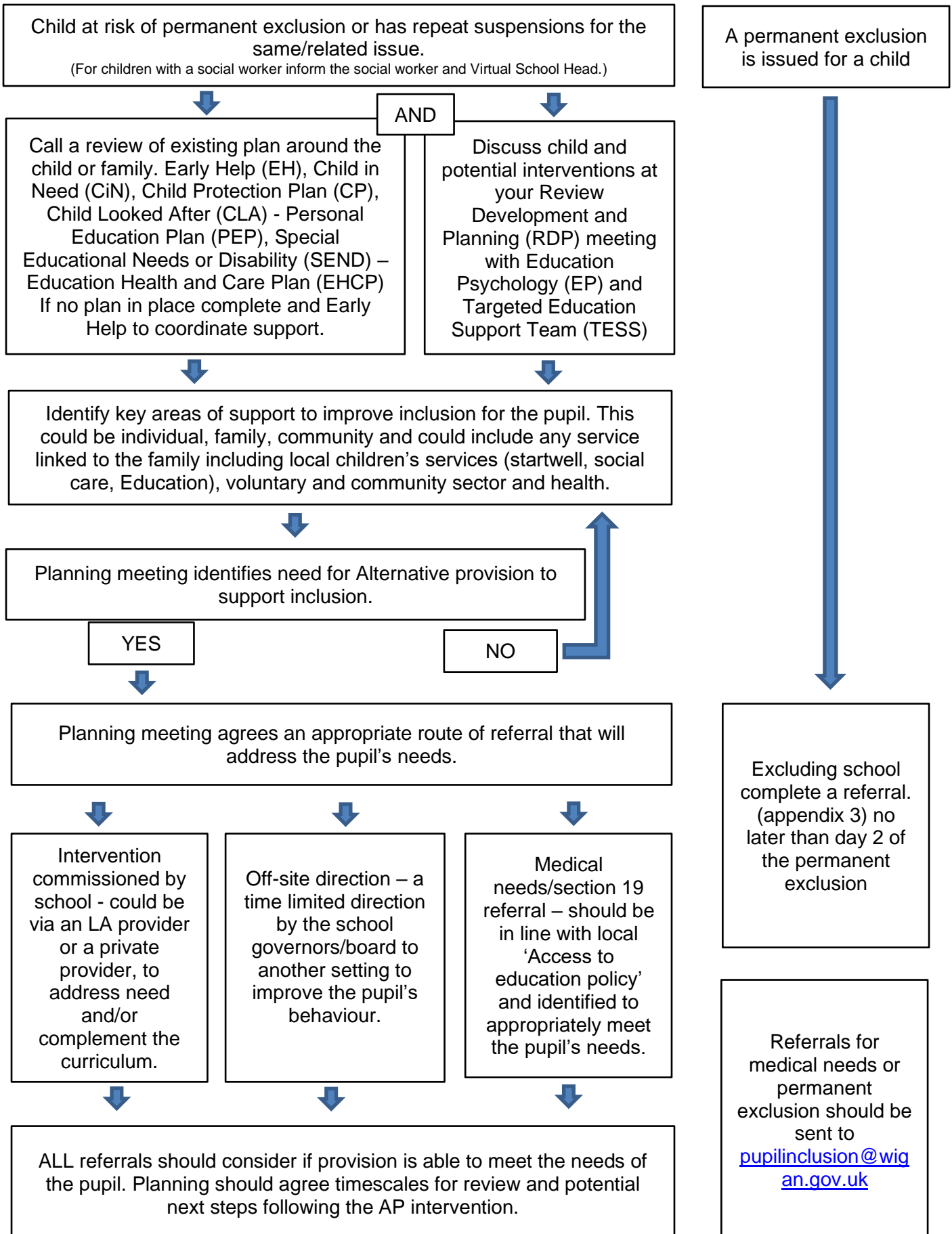
16. Process for referral to alternative provision for permanent exclusion or medical needs.

- 16.1. There will be some children/young people who because of a physical and/or mental health and wellbeing need will need additional support, which is above and beyond the differentiated support offered to all children. There should be a graduated approach to this and we advise schools and settings to read the published policy 'Access to education – section 19 Policy¹¹' before referring in for medical needs support. In cases where a child is due to be medically absent from school for 15 days, schools should inform the LA via their allocated attendance support officer and consult the policy for appropriate action. The LA attendance support Officer will raise with their manager and the manager for Pupil Inclusion to consider if it meets need for intervention.
- 16.2. When a child is permanently excluded the school should inform the Pupil Inclusion team on day 1 of the decision. This will then trigger the process to refer the child for alternative provision from day 6. **It is imperative that the excluding school get the information and referral form to Pupil Inclusion team no later than 3 days to allow time for set up of provision. (See appendix for full process)**
- 16.3. Where a child requires urgent assessment this may be due to moving into the borough and there is some indication of risk where an assessment period is necessary or where a child's behaviour escalates due to a crisis and an interim place is agreed or where a child is waiting for special school provision and cannot remain at their mainstream school. **(See appendix for full process)**

¹¹ Medical needs policy link here- Access to education Policy

APPENDICES

Appendix 1 – Process for referring to Alternative provision.



Appendix 2 - AP provider sample evaluation

AP provider sample evaluation form

Wigan Children's Services

Example Evaluation Form for Alternative Provision Providers

Statutory guidance sets out the Government's expectations of schools who commission alternative provision:

[Keeping children safe in education - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Alternative provision - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Schools are responsible for ensuring that providers they commission meet all the requirements of the guidance.](#)

Name of Organisation	
Ofsted registered?	Yes No
Name of person completing the evaluation	
Position within the organisation	
Telephone Number	
Email address	
Date evaluation submitted	

Section A – Safeguarding

1. All staff and volunteers have received an enhanced DBS certificate within the last 3 years.			
Name	Role	Certificate No	Date issued

2. The provider has appropriate safeguarding policies and procedures in place. (Policies should be reviewed at least annually).		
Safeguarding, child protection and early help policy	Yes No	Date last reviewed/updated
Staff code of conduct policy	Yes No	Date last reviewed/updated

Safer recruitment procedures and training	Yes No	Names of persons trained with dates:
E safety policy (or incorporated in safeguarding policy)	Yes No	Date last reviewed/updated
Student Code of Conduct	Yes No	Date last reviewed/updated
Complaints and Compliments policy	Yes No	Date last reviewed/updated

3. Appropriate Safeguarding training has been undertaken by all staff.

Provider has a Designated Safeguarding Lead (DSL)	Name of DSL: DSL Training undertaken or updated within the last 2 years: Yes No	Date of training or update to training:
All staff have access to and regularly undertake safeguarding training Including reading Part 1 of KCSIE	All current staff have accessed safeguarding training: Yes No	Name of provider and date/s:

4. All providers commissioned by Wigan schools should commit to comply with the following local policies:

Wigan Council Children Safeguarding Policies

<http://www.wigan.gov.uk/WSCB/index.aspx>

Wigan Council Adult Safeguarding Policies

<http://www.wigan.gov.uk/Resident/Health-Social-Care/Adults/report-abuse-or-neglect-of-a-vulnerable-adult.aspx>

Please explain how you evidence this:

4. Provision has clearly defined objectives, including planning for next steps i.e. full-time re-integration to mainstream school; further education or training

Please explain how provision is planned, objectives are determined and supported:

5. Young people participate in shaping and improving the provision:

Please explain how you consult and involve young people:

6. Premises are suitable for delivering alternative education.

Health and safety policy in place	Yes	No	Date
Appropriate insurance in place i.e. Public Liability; Professional Indemnity; Employers Liability	Yes	No	

Appendix 3 – Alternative Provision referral form for permanent exclusion

Referral form

If you are considering a permanent exclusion for a child looked after, please speak with the Virtual School Head from the child's home authority first.

School Name	
Name of Person completing form and role in school	
Name and contact number of person who is available for a handover.	

PUPIL DETAILS

First Name/s		Last Name	
Date of Birth		Gender	Select option
		Year Group	
		Attendance	Last year
			Last term

CORRESPONDENCE DETAILS

Name of Parent/Carer			
Address		Post Code	
Telephone		Mobile	Email

ADDITIONAL PUPIL DETAILS

Is the pupil at Child protection/Child In Need?	<input type="checkbox"/> Yes	No	Is the pupil CLA?	<input type="checkbox"/> Yes	No
Is there an Early Help/PSP/IBP in place?	<input type="checkbox"/> Yes	No	Is the pupil previously CLA?	<input type="checkbox"/> Yes	No
Name of person leading the Early Help and role			Pupil premium	<input type="checkbox"/> Yes	No
Medical Diagnoses		SEN Stage			

EXCLUSION DETAILS

Date of permanent exclusion (if applicable)					
Primary reason for exclusion (Use DfE Code – OT(other) must not be used as a code)					
Please provide details of the incident that led to the exclusion.					
If an offensive weapon is involved, please give details					
Number of suspensions	This term	This year	Number of days suspended	This term	This year

SAFEGUARDING CONCERNS

Are there any safeguarding concerns with this child?	<input type="checkbox"/> Yes	No

Has a risk assessment been carried out for this child? If yes please attach.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
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RISK FACTORS

Do you have any concerns regarding any of the following?

Risk	High	Medium	Low	Comment
Violence to adults	<input type="checkbox"/>		<input type="checkbox"/>	
Aggression to peers	<input type="checkbox"/>		<input type="checkbox"/>	
Possession/use of offensive weapons	<input type="checkbox"/>	<input type="checkbox"/>		
Association with gangs	<input type="checkbox"/>	<input type="checkbox"/>		
Bullying	<input type="checkbox"/>		<input type="checkbox"/>	
Substance abuse	<input type="checkbox"/>	<input type="checkbox"/>		
Danger of self-harm	<input type="checkbox"/>	<input type="checkbox"/>		
Impulsive behaviour	<input type="checkbox"/>		<input type="checkbox"/>	
Challenging behaviour		<input type="checkbox"/>	<input type="checkbox"/>	
Anti-social behaviour		<input type="checkbox"/>	<input type="checkbox"/>	
Arson/vandalism	<input type="checkbox"/>	<input type="checkbox"/>		
Theft	<input type="checkbox"/>	<input type="checkbox"/>		
Parental issues	<input type="checkbox"/>		<input type="checkbox"/>	

AGENCIES INVOLVED WITH CHILD

AGENCY	CONTACT PERSON	DATE OF CONTACT	COMMENTS
Start Well			
Attendance Service			
Educational Psychology Service			
TESS Team			
Social Care			
Engagement Centre			
Health Care Services			
EMAS			
CAMHS			
TYSS/Youth Justice			
MST / ATOM			
CSE			
SALT			
Other (please specify)			

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ATTAINMENT LEVELS IN CORE SUBJECTS

(please attach most recent report)

Subject	English	Maths	Science
Working at Level			

FOR KS4

Subject	Qualification Level	Exam Board	Late assessment Date	Last assessment Grade	Working at Level	Projected Grade	Coursework to be handed over
Eng Lang							
Eng Lit							
Maths							
Science							
Other							

Option Preferences	1
	2
	3

BACKGROUND HISTORY

Give brief details of any relevant previous difficulties including exclusion. Include dates and any action taken. Details of any statement, letters to parent/carers, minutes of meetings, comments from any outside agency involved should be included in the documentation.

IN SCHOOL SUPPORT USED:

Include a copy of IEP/IBP or Early Help/PSP put in place to try to manage the pupil's behaviour.

Intervention / Strategy	Details

What is working well?

FAMILY SUPPORT

Has the family received support from any agencies over the last 12 months:

Please give details:

Date	Details

Has the parent/carer been involved in the Early Help/PSP/Behaviour programme?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
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In order that the pupil’s needs can be readily assessed and full-time provision be put in place, this document must completed and emailed to:

pupilinclusion@wigan.gov.uk

with the following attachments if available:

Attendance Record (Previous 2 years)	Attainment Record / Last school report	Behaviour Log (Previous 12 months)
Early Help Assessment	SEN Records	Risk Assessment (if available)
EP/TESS Reports	Incident report (if applicable)	Any other reports or assessments

HEAD TEACHER'S CHECK LIST

You may find this checklist helpful when completing the form and compiling relevant attachments.

SECTION	SECTION COMPLETED	ATTACHMENTS REQUIRED
Pupil Details	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Attendance	Yes <input type="checkbox"/> No <input type="checkbox"/>	Registration Certificate (Last two years)
Suspension record	Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/> Incident Report <input type="checkbox"/> IEP/IBP/Early Help/PSP <input type="checkbox"/> Statements from victim, perpetrator, and any witnesses
Agencies Involved	Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/> Any relevant reports
Attainment in Core Subjects	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Specific Details of Pupil's Behaviour and SEND need	Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/> Any additional learning needs <input type="checkbox"/> Passport/IEP/Pen Portrait <input type="checkbox"/> Educational Psychology assessments reports <input type="checkbox"/> TESS reports <input type="checkbox"/> Behaviour report/log
Health Care Plan	Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/> Health care letters/ reports <input type="checkbox"/> Health Care Plan
Parent/Carer Involvement	Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/> Telephone/email contact <input type="checkbox"/> Parenting Contract (if appropriate)

Withdrawal of a **CLA MUST** be agreed with the Virtual School Team.

You **MUST** inform the child's social worker.

Please contact Alex Bannister a.bannister@wigan.gov.uk or Audrey Guest a.guest@wigan.gov.uk if you have any difficulties completing this form.



Request for an intervention placement at Alternative Primary provision

My Personal Details

Name			
Address			
Post Code			
Contact number(s)			
Date of Birth		School Year	
Preferred Identification			
Ethnicity		Language	
Religion			
NHS number		UPN Number	

My Parent/Carer(s) Details

Title	
Name	
Address (if different from above)	
Post Code	
Contact number(s)	
Email Address	
Relationship to me	

My Education/Setting Details

School/Setting Name	
Address	
Post Code	
Main point of Contact Name	
Role	
Contact number(s)	
Contact Email(s)	

Details about my health

Name of GP	
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Address Post Code			
Contact Number(s)			
Email			
Please detail any other Health Professionals involved			
Name Role			
Type of involvement			
Address Post Code			
Contact Number(s)			
Email			
Please describe any health needs:			
Need	Date from	Formally Diagnosed Yes/No	Detail any ongoing treatment or medications
If you would like to attach any further reports/information on health needs confirm details here:			

Other professionals involved with me

Agency	Name	Contact number and email address	Report\information attached*
Educational Psychologist			
SEND			
Start Well			
TESS			
Attendance service			
Targeted Services			
Speech and Language			
CAMHS			
Other (e.g. counsellor)			

*It is vital for consideration of referral that all relevant reports are attached e.g. EP report, Early Years profile, Boxall Profile, Strength and Difficulties Questionnaire, IBP, CAMHS Summary of Care etc. A provision map showing support currently in place would be appreciated.

Please describe any Social Care Needs

--

Legal status (please mark X)

CIN **CP** **CLA** **Previous CLA** **other(please state)**

All About Me

What I can do well?	
What do I need help with?	
What do I like and what makes me happy?	
What's important to me now?	
What's important to me in the future?	
How to Support, communicate and work well with me?	

Parents/Carer(s) Views

I consent to the school undertaking SEN Support with my child/young person, for information to be shared with other professionals and for their involvement where required.

Signature:	Name:
Relationship to child/Young person:	Date:

What can they do well?	
What do they need help with?	
What is working well for him/her?	
What is not working well for him/her?	

What do they like and what makes them happy?	
What is important for them now?	
What is your aspiration for them in the future?	
How to Support, communicate and work well with your child?	

Summary of Needs

Summary of my strengths

Summary of additional support currently being provided in school

Details of any reduced timetable arrangements and fixed term exclusions

Primary (main) category of need as defined in the Code of Practice (please tick one)

C & L { SpLD, MLD, SLD, PMLD }

 C & I { SLCN, ASD }

 SEMH { SEMH }

 S/P { HI, VI, MSI, PD }

C & L Cognition and Learning – Specific Learning Difficulty; Moderate Learning Difficulty; Severe Learning Difficulty; Profound and Multiple Learning Difficulty.
 C & I Communication and Interaction – Speech, Language and Communication Needs; Autistic Spectrum Disorder
 SEMH Social Emotional, Mental Health
 S/P Sensory / Physical – Hearing Impairment; Visual Impairment; Multisensory Impairment; Physical Difficulty.

IMPORTANT: Please return any professional assessments with this form such as Targeted Education Support Service (TESS), Educational Psychology Service (EPS), Speech and Language (SALT) etc.

**Please complete attainment levels for appropriate level
Early Years Foundation Stage**

Personal, Social & Emotional Development	Please describe strengths	Please describe where progress less than expected	EYFS State if: Significantly Below Below In line with Exceeding their expected levels of development
Making Relationships			
Self Confidence and Self Awareness			
Managing Feelings & Behaviour			
Physical Development			
Moving and Handling			
Health & Self Care			
Communication and Language			
Listening and Attention			
Understanding			
Speaking			

Primary Assessments

For previous and current year up to year 5, please state if the child is **Significantly Below**, **Below**, **In line with** or **Exceeding** their expected levels of development. For year 6 children please state SAT result where available.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6 SAT Result (KS2)
Reading						
Writing						

Maths						

Information on attendance

Attendance %	
Any fixed term Exclusions?	
Any permanent Exclusions?	

Details of additional Support/Interventions already in place

Appendix 5 – Alternative Provision referral form pupil with medical needs

Please see main body and published policy 'Access to education – section 19 Policy' before referring in for medical needs support.



Referral for Support for a child with medical needs

Please note

Referrals will only be considered with confirmation of parent/carer consent, all sections of the form completed, and the relevant information attached.

For advice please contact the Pupil Inclusion Team

PupilInclusion@wigan.gov.uk or 01942 486143

Part 1 – Child Details

Forename	Surname		Chosen name
Date of Birth	Name of School	NCY	Gender
Home address	Parent\carer name		Parent contact numbers
School Start Date	Attendance	Previous schools attended (if known)	

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	Yes	No
Child Looked After		
Previously Looked After		
If yes to which Local Authority		

	Yes	No
Child in Need		
Child Protection		
Has parent/carer consented to this referral?		

Part 2 – Medical Involvements

Please complete all current involvements:

	Name	Report\information attached
Consultant		
CAMHS (School Link or Individual work)		
Specialist Nurse		
School Nurse		
GP		
Speech and Language		

Part 3 - Other agencies involved

Please complete all current involvements:

Agency	Name	Contact number and email address	Report\information attached*
Educational Psychologist			
SEND			
Start Well			
Social Care			
TESS link teacher			
Attendance service			
Targeted Services			
Speech and Language			
Other (e.g. counsellor)			

Does the child have an Early Help? Yes No

If not why?

Name of Lead Professional

Last meeting date

**Please attach a copy of the Early Help or Individual Health Care plan and any of the following if applicable:
EP report, Boxall Profile, Strength and Difficulties Questionnaire, IBP, CAMHS Summary of Care etc.**

Part 4 – Special Educational Needs

Does the pupil have an EHC plan?	
Is the pupil identified as 'SEND Support (K)' on the SEND code of practice?	
Does the pupil receive any additional funding for support?	
Has the pupil been referred for EHCP assessment? If so when?	

Please attach a copy of the child's EHCP where applicable.

Part 5 – Support provided by school

Please give details of all interventions and support strategies used and their impact in meeting this child's need:

Date and length of strategy/ intervention	Description of activity (Who? What? How often? How long?)	Impact

Part 6 – Current provision

What education provision is the child currently accessing?

Part 7 – Reason for Referral

Please specify the reason for referral and what you hope to achieve: (What difference will it make? What is your ultimate goal?)

Part 8 – Pupil’s Voice

What is the pupil’s view of their current access to education and what do they feel would help improve it?

Part 9 – Parent/carer’s view:

Part 10 – Referrer details

Name of referrer

.....

Role at school

.....

Contact details

.....

Date of referral

.....

Referral CHECKLIST

You may find this checklist helpful when completing the form and compiling relevant attachments.

SECTION	SECTION COMPLETED	ATTACHMENTS REQUIRED
Pupil Details	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Attendance	Yes <input type="checkbox"/> No <input type="checkbox"/>	Registration Certificate (Last two years)
Exclusion Details	Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/> Incident Report <input type="checkbox"/> IEP/IBP/Early Help/PSP <input type="checkbox"/> Statements from victim, perpetrator, and any witnesses
Agencies Involved	Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/> Any relevant reports
Attainment in Core Subjects	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Specific Details of Pupil's Behaviour and SEND need	Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/> Any additional learning needs <input type="checkbox"/> Passport/IEP/Pen Portrait <input type="checkbox"/> Educational Psychology assessments reports <input type="checkbox"/> TESS reports <input type="checkbox"/> Behaviour report/log
Health Care Plan	Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/> Health care letters/ reports <input type="checkbox"/> Health Care Plan
Parent/Carer Involvement	Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/> Telephone/email contact <input type="checkbox"/> Parenting Contract (if appropriate)

If the pupil is **CLA** you **MUST** inform the Virtual School Team.

If the pupil is **CP or CIN**, you **MUST** inform the social worker.

Please contact Alex Bannister a.bannister@wigan.gov.uk or Audrey Guest a.guest@wigan.gov.uk if you have any difficulties completing this form.