

Oxford Diocesan Bucks Schools Trust (ODBST)

“Empowering our unique schools to excel”



USE OF ALTERNATIVE PROVISION POLICY

ODBST Level 1 Statutory Policy:	ALL Schools require this policy with no changes allowed to core text. No changes are necessary to personalise this with school name and branding, as this is a Trust level policy for use, without change, by all schools, except where a school contact is required as identified in the content of the policy. LGBs will note adoption in LGB meetings. Review will take place at Trust level, and schools will be notified of updates and review dates as necessary.
Other related ODBST policies and procedures:	SEND Policy Safeguarding and Pupil Protection Policy Flexi-Schooling Guidance SEND Policy Behaviour Policy Suspensions and Exclusions Policy Curriculum Policy Assessment Policy Supporting Pupils with Medical Conditions Policy
Committee responsible:	SEC
Approved by:	Executive Committee
Date Approved:	March 2025
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Introduction

The proprietors of Academies have a duty under paragraph 7 of Schedule 1 to the Education (Independent Schools Standards) (England) Regulations 2010 to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Objectives

The ODBST use of Alternative Provision policy is based on the key principles in which our schools:

- respect and accept pupils and staff, regardless of age, gender, race, sexuality, religious beliefs, disability or academic ability;
- allow teachers to teach and learners to learn;
- act with trust, honesty and equity;
- take pride in our school, its uniqueness and individual ethos.

Scope

- ODBST Trustees
- Local Governing Body
- Headteacher
- Teaching staff
- Support staff
- All school staff
- Pupils

Relevant Legislation

- Education Act 1996
- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006
- School Information (England) Regulations 2008
- Equality Act 2010
- The Education (Independent School Standards) (Attended) (England) Regulations 2014
- Education Act 2011
- Schools (Specification and Disposal of Articles) Regulations 2012
- Behaviour in School Advice for Headteachers and school staff 2023
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies and pupil referral units in England September 2023
- Searching, Screening and Confiscation advice for schools 2022
- Use of Alternative Provision 2025

Related Policies

- ODBST Safeguarding and Child Protection Policy
- ODBST Attendance Policy
- ODBST SEND Policy
- ODBST Suspensions and Exclusions Policy
- ODBST Use of Force Policy
- ODBST Equality Policy
- ODBST Tackling Extremism and Radicalisation Policy
- ODBST Anti-bullying Policy
- ODBST E-Safety Policy

Date of Review

The policy will be reviewed as required by the Board of Trustees of ODBST to take account of any legislative changes and/or national policy development as well as feedback from ODBST staff and schools and in any event, by 30th April 2028.

1.Aims

1.1 The definition of alternative provision is as follows: education arranged by local authorities for pupils 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 pupils on a suspension (fixed period exclusion); and for pupils being directed by schools to off-site provision to receive education intended to improve their behaviour and for pupils unable to attend due to health and medical needs.

1.2 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 nor is the use of flexi schooling as requested by parents.

1.3 This policy relates to local authorities' statutory duties under section 19 of the Education Act 1996. S.19(1) states that local authorities must arrange suitable and (normally) full-time education for children of compulsory school age who, because of exclusion, illness or other reasons, would not receive suitable education without such provision being arranged. This duty is referred to as 'the s.19 duty' throughout this guidance.

2.Considering Alternative Provision

2.1 ODBST Trustees have devolved the responsibility to Local Governing Bodies of ODBST schools for arranging suitable full-time education from the sixth (or earlier) school day of a suspension for any pupil of compulsory school age.

ODBST Schools have the authority to direct any pupils into alternative provision to help improve their behaviour where the pupil is at risk of repeated suspensions and/or permanent exclusion. Pupils in alternative provision are assigned a key worker and their curriculum will be specifically designed to support their continued learning and return to the main school. ODBST schools and any assigned alternative are expected to follow **all** the rules and expectations as set out in this policy. The Director of Education should always be informed in advance of any considerations to enforce direction.

2.2 All pupils, regardless of circumstance or setting, should expect to receive a good education. When schools take the responsibility for arranging alternative provision, they should ensure that it is good quality, registered where appropriate, and delivered by high quality staff with suitable training, experience and safeguarding checks. An ODBST check list is given as Appendix 1 to this policy to support this.

2.3 Alternative provision must be suitable to the pupil's age, ability and aptitude, and any SEND they have.

For pupils who cannot attend school due to their health needs, ODBST schools should have regard to both this guidance and www.gov.uk/government/publications/education-for-pupils-with-health-needs-who-cannot-attend-school.

Placements into alternative provision should always be made with the pupil's reintegration back into mainstream education or a move onto a sustained post 16 destination in mind.

2.4 Where a pupil has an EHCP, the local authority will usually name an educational institution for them to attend. It is not common practice, but local authorities can name an alternative provision on an EHC plan. However, alternative provision should not be used as a substitute for special school provision simply because there is insufficient capacity in local SEND provision.

2.5 The s.19 duty does not apply to pupils under or over compulsory school age. However, ODBST schools should have clear policies in place to support these pupils to access education and should follow the principles set out in this document, as good practice.

2.6 When the term 'parent(s)' is used throughout this document it should be taken to refer to parents, carers, or legal guardian, as appropriate.

3. Available alternative provision

3.1 Although much of alternative provision in ODBST schools is delivered in Pupil Referral Units (PRU), it can also take place in a wide range of other settings, such as:

- hospital schools
- colleges
- independent schools
- vocational and unregistered setting
- one to one tuition, including tuition offered remotely

3.2 Alternative provision settings may also deliver outreach support within mainstream schools through targeted interventions to improve a pupil's behaviour, engagement with learning or attendance, and to reduce preventable exclusions.

3.3 Parents have an important role to play throughout the planning and commissioning of the pupil's placement and can provide necessary information about their child and their needs. Parents should always be consulted before new provision begins.

3.4 Pupils should be involved in decision making from the start to the extent that their age and health allow. How a pupil is engaged should reflect their age and maturity. This will help ensure that the right provision is offered and will encourage the pupil's commitment and engagement.

4. Funding

4.1 In Buckinghamshire and Milton Keynes, access to some alternative provision may be funded by the local authority through top up funding or via health providers, but it is usually expected to come from the school's devolved SEND budget.

5. When alternative provision should be considered

5.1 When a local authority arranges alternative provision for non-medical reasons, that education should begin as soon as it is possible, and at the latest by the sixth school day of the pupil's absence.

ODBST Trustees, devolved to Local Governing Bodies, are responsible for arranging suitable full-time education from the sixth school day (or earlier) of a suspension.

5.2 All schools are required to make a 'sickness return' to their local authority when a pupil of compulsory school age is recorded in the attendance register using code I (unable to attend because of sickness) and they have reasonable grounds to believe the pupil will miss 15 days consecutively or cumulatively because of sickness.

Only one sickness return is required for each continuous period of absence in a school year. This is to help the school and local authority agree any provision needed to ensure continuity of education for pupils who cannot attend because of health need.

There is no absolute legal deadline by which local authorities must start to arrange education for pupils with additional health needs. However, as soon as the local authority has been informed by the home school that the pupil will be absent for 15 days or more they should begin the process of arranging suitable alternative provision.

For further information schools should consult www.gov.uk/government/publications/education-for-pupils-with-health-needs-who-cannot-attend-school

5.3 For pupils who are absent for a short period of time, for example as a result of flu or chicken pox, schools should refer to the ODBST Supporting Pupils with Medical Conditions Policy.

6. Criteria for Alternative Provision

6.1 Buckinghamshire and Milton Keynes use advisory "panels" to ensure that alternative provision placements are an appropriate and proportionate response to a pupil's behaviour and needs. The panels bring together a range of local partners who use their expertise to best identify a pupil's needs and source the most suitable provision and interventions to meet those needs, with the aim of returning the pupil to mainstream education as soon as possible.

6.2 Where a pupil or young person has an EHCP, schools should contact the local authority about any concerns at an early stage and request an early annual review prior to making the decision to suspend or permanently exclude. The local authority responsible for maintaining the plan must be closely involved in any decision about placement in alternative provision. The EHCP will set out the pupil's SEND and will specify the special educational provision they require. Any alternative provision arrangements should be made to ensure that this provision continues to be delivered.

6.3 For pupils without an EHCP or ongoing medical needs and who do not otherwise qualify for alternative provision from the local authority, the school should follow the ODBST suggested criteria for accessing alternative provision and this will include:

- pupils who have already been suspended and/or who are at risk of suspension;
- pupils at risk of permanent exclusion and who are directed into off site provision;
- pupils with severe persistent absence >50% and who are at risk of ongoing EBSA;
- pupils for whom a reduced timetable has shown no real improvement in attendance and/or behaviour;
- pupils for whom there is clear evidence to suggest that the use of alternative provision may reasonably make the transition back to full time mainstream education and within a meaningful timeframe of between 12 and 20 weeks;
- key stage 4 pupils suitable for vocational training and employment pathways: For students who may not reintegrate into mainstream schools. Programs that guide students towards qualifications that lead directly to employment or further vocational training;

- pupils who are at risk of becoming NEET and where alternative provision may provide a greater opportunity to progress to a suitable post-16 pathway.

7. Identifying a suitable placement

7.1 ODBST schools should be satisfied that when they have taken the responsibility for organising a placement for alternative provision, the following criteria can be met:

- the placement will focus on enabling the pupil to overcome any barriers to attending full time school and to assist them back into mainstream education or into a sustained post-16 destination;
- a placement will address the individual needs of the pupil as well as providing education in line with that of their home school to better enable re-integration;
- the individual circumstances of the pupil and whether the setting is appropriate;
- checks 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;
- alignment with DfE, Buckinghamshire or Milton Keynes suggested alternative provision providers, including unregistered alternative provision, which are measured against clear, locally defined standards (including registration where necessary, safeguarding, health and safety, quality of accommodation, quality of education etc).
- education providers offering full-time education for five or more pupils of compulsory school age or at least one pupil with an EHCP or who is looked-after by the local authority are required to be registered as independent schools and meet the Independent School Standards. Schools should ensure that they do not place pupils with an unregistered provider if that would mean that the setting would need to be registered as an independent school.

7.2 Any ODBST school, prior to placement, should always conduct their own due diligence to assess whether the provision is safe, offers a high quality education and is suitable for meeting the pupil's individual needs. The ODBST template, appendix A, should be used to support this due diligence.

8. Arranging a placement

8.1 As soon as a suitable placement is identified, the school and alternative provision setting should:

- agree the nature of the intervention, its objectives, reintegration and the timeline to achieve these objectives;
- set this out in a personalised plan for the pupil;
- have regular review dates (at least half-termly) between the school and the provider to monitor the pupil's progress against objectives and to consider any changes that may be necessary to ensure the placement is successful;
- ensure that the provider will be responsible for advising schools on any necessary changes and next steps to support transitions;
- ensure agreement between the home school and the provider on how to assess when the pupil is ready to return, where reintegration to a mainstream provider is the objective of the provision;
- put in place a joint plan outlining the support package and resources needed from both the placement and the home school to help the pupil to reintegrate back into mainstream schooling successfully;
- agree all objectives and plans with all relevant stakeholders, including the parents and pupil, where appropriate;
- set out all objectives, plans, roles and responsibilities in writing by the provider and regularly review these with all stakeholders;
- undertake monitoring and quality assurance processes for all aspects of alternative provision;

- agree and implement appropriate alterations to the provision of a student where progress is not seen;
- report to stakeholders on the effectiveness of the provision at least termly.

Additional responsibilities for secondary settings:

- Where appropriate the SENDCo and Alternative Provision Lead along with the Head of Inclusion will liaise with Heads of Department and examinations and data team to ensure that students are accessing an appropriate curriculum. All students should have the opportunity to sit formal external examinations.
- Alternative Provision Lead, SENDCo and Head of Inclusion will plan and support the resourcing of appropriate curricula.
- Where appropriate the SENDCo, Alternative Provision Lead and Head of Inclusion will liaise closely with the attendance and safeguarding teams; ensuring the safeguarding of each student on a daily basis.
- With appropriate Heads of Year, be responsible for the regular review of students' progress, in conjunction with parents/guardians and other supporting agencies or professionals.
- With Heads of Year, to maintain accurate records evaluations of students' progress with regards to: attendance, behaviour, academic progress and students' emotional well-being.
- To accurately inform professionals where multiple agencies are involved with a student and their family.
- Monitor and review the alternative provision on a regular basis.
- Senior Leaders are responsible for the implementation, monitoring and evaluation of the alternative provision.

8.2 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 pupil and should be kept under review. The usual period of intervention will be for between 12 and 20 weeks.

9. Oversight of placements

9.1 Responsibility for the oversight of the alternative provision used rests with the local authority or school that commissioned the placement.

- Schools should always inform the local authority when they commission a placement in alternative provision for a pupil to ensure that the local authority maintains oversight of sufficiency and safeguarding.
- Schools should always inform the ODBST Director of Education when they commission a placement in alternative provision for a pupil who does not have an EHCP.
- Schools should maintain regular contact with the provider and pupil, with clear procedures in place to exchange information, monitor progress and provide pastoral support.
- A pupil should not be removed from the home school's admission register, with the school making every effort to ensure that the pupil continues to feel that they belong and are part of the school.
- The school 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 school 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 pupil's attendance and progress in the provision.

- Schools should maintain a full record of all placements they make, including a pupil's progress, achievements and destination following the placement. This should also include the pupil's own assessment of their placement.
- Where a pupil has been directed off-site to an alternative provision school, the pupil 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 pupil should be dual main registered at their school and dual subsidiary registered at the alternative provision.

10. Review and reporting of alternative provision

10.1 Schools are expected to regularly review the alternative provision. In order to do this effectively ODBST schools must:

- make checks around the safeguarding expectations for the pupils on at least a weekly basis and especially when the pupil is attending the alternative provision full time;
- ensure they have weekly contact with the pupil;
- plan and inform staff of multi-agency meetings, delegating appropriate staff to represent the school and pupil;
- make regular checks on pupil attendance and well being on at least a weekly basis;
- ensure that there is a clearly agreed system in place for the alternative provision to share safeguarding concerns with the home school;
- maintain accurate safeguarding and child protection records of pupils on an alternative provision;
- regularly review, and at least half termly, the emotional, social and academic progress that the pupil is making whilst in the alternative provision, with adjustments made as appropriate between the provider and the home school;
- visit the alternative provision at least once every 6 weeks to maintain contact with the pupil and to ensure that the provision is delivering what was agreed;
- record the dates of reviews undertaken;
- undertake, support and train staff in home visits. These visits should be planned and regular for those not accessing full time provision.

10.2 Schools are expected to report to the Local Governing Body and the Director of Education at least termly around the use of, and effectiveness of, any alternative provision. This should be done using the termly safeguarding return.

School should maintain a clear register of those pupils accessing a day or more (or the equivalence of) of an alternative provision, what provision is being used by the school and the impact that provision has for pupils.

The register of alternative provision should be reviewed at least annually.

11. Safeguarding

11.1 Where a pupil is placed in alternative provision, the school continues to retain safeguarding duties towards the pupil and should therefore be satisfied that the provision is in a safe environment as well as meeting the pupil's pastoral and educational needs. Schools should always have regard to Keeping Children Safe in Education guidance, Working Together to Safeguard Children and the ODBST Safeguarding and Child Protection Policy.

- Schools should obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that schools would otherwise perform in respect of their own staff. This includes written confirmation that the alternative provision provider will inform the commissioner of any changes to arrangements that may put the pupil at risk, e.g. staff

changes, so that the school can assure itself that appropriate safeguarding checks have been carried out on new staff.

- When a pupil is attending an alternative provision school, the school should ensure that they have arrangements in place whereby all absence is followed up promptly, particularly unexpected and unexplained absence.
- When a pupil is placed in a college or unregistered alternative provision setting, the commissioner should also ensure that they have arrangements in place whereby the provider of the educational activity notifies them of any absences by the pupil.
- The school should always know where the pupil is during school hours. This includes having records of the actual address of the commissioned alternative provider and any subcontracted provision or satellite sites the pupil may attend.
- Schools should regularly review placements they make in alternative provision. Reviews should be frequent enough (at least half-termly) to assure that the provision is achieving its objectives, that the pupil is regularly attending and that the placement continues to be safe and to meet the pupil's needs.

11.2 Where safeguarding concerns arise, the placement should be immediately reviewed and terminated, if necessary, unless or until those concerns have been satisfactorily addressed. The ODBST Executive Safeguarding Lead should be informed immediately and all safeguarding procedures followed in an accurate and timely manner.

12. Reasonable adaptations including those for pupils with SEND

- All pupils, regardless of circumstance or setting, should expect to receive the same high standard of education as their peers in a mainstream school. Alternative provision, and the framework surrounding it, should offer good quality education equivalent to that provided in the mainstream school.
- The provision must be suitable to the pupil's age, ability and aptitude, and any SEND they have. Provision should also support the pupil to overcome their individual barriers to attainment and achievement, giving equal consideration to their pastoral needs, and enabling them to thrive and prosper in the education system.
- Provision should address a pupil's physical or mental health needs as well as personal, social and emotional needs, alongside their educational needs. For example, ensuring that the pupil feels like they belong to their home school community, and are able to stay in contact with classmates, and, where reasonably practicable, have access to the same opportunities enjoyed by their peers.
- The education offered by alternative provision settings should be of a good quality, delivered by high quality qualified staff who have undertaken suitable training, and have relevant experience and safeguarding checks.
- Pupils should be involved in decisions about their education from the outset, to the extent that their age, additional needs and health allow. This will help ensure that the pupil understands the reasons and intended outcome for the placement and will encourage their commitment and engagement.
- Pupils should be given the opportunity to take appropriate and relevant qualifications. This would help prevent them from falling behind their peers and ensure that they are able to access their chosen post-16 destination.

13. Looked After Children

- Where a looked-after child (LAC) is likely to be placed in alternative provision, the designated teacher (DT) should contact the Virtual School Headteacher (VSH) as soon as possible and before any alternative provision is agreed.

- The VSH, working with the DT and others, should consider what support the pupil needs to overcome barriers to attainment and achievement, giving equal consideration to the pastoral needs of the pupil, to ensure an appropriate alternative provision placement can be made.
- Where relevant, the school should also engage with the pupil's social worker, foster carers, or pupil's home workers.

14. Timing for alternative provision

- All pupils should have provision, where possible, which is equivalent to the education they would receive in a mainstream ODBST school. This may not mean the same number of hours. If, for example, a pupil receives one-to-one tuition, the hours of face-to-face provision could be fewer as the education may be more intensive.
- Where full-time education would not be in a pupil's best interests for reasons relating to their physical or mental health, local authorities must arrange part-time education on whatever basis they consider to be in the pupil's best interests. Further information can be found in Education for pupils with health needs who cannot attend school guidance.
- Full and part-time education should still aim to achieve good academic attainment particularly in English and Maths.
- Any part-time education should be reviewed regularly, with the aim of eventually increasing the number of hours up to full-time as soon as the pupil's health allows.
- Where an intervention is part-time or temporary, to help minimise disruption to a pupil's education, it should complement and align with the pupil's current curriculum, timetable and qualification route.
- If the home school refers a pupil 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 unless other formal reduced timetable arrangements have been put in place.

15. Assessment

15.1 Assessment of pupils is a core part of effective teaching and learning and it is an expectation that prior assessments as well as ongoing assessments of a pupil's needs as well as academic progress are considered when using alternative provision.

- There should always be a clear induction process so that the provider knows the pupil as well as they reasonably can do and so that the pupil and their parent(s) feel confident about the new provision.
- Baseline assessments should be clear around attendance, behaviour and academic achievements so that progress can be clearly measured and effectiveness of the intervention effectively reviewed.
- The needs of the pupil, including SEND, should be discussed so that providers have clarity of the individual pupil and how they can best support them.
- Parents should be involved in these discussions as far as is practicable.
- Providers should use a range of appropriate assessment tools and approaches that enable them accurately to measure progress of all pupils regardless of their entry and exit points, and regardless of the length of time they are in the provision.

16. The Curriculum

16.1 Alternative provision should aim to deliver a high quality, broad and balanced curriculum that responds to the needs and ambitions of all pupils, giving them the foundations and resilience to succeed in education and in their future life.

16.2 The curriculum should include:

- a strong focus on literacy and numeracy throughout the curriculum that enables pupils to better access wider learning and improve life outcomes;
- flexibility so that the curriculum can be personalised to meet the varied needs and ambitions of all pupils;
- curriculum sequencing that allows for the many different possible entry and exit points of pupils in a school year;
- where possible, and particularly when re-integration is the aim, working closely with the pupil's home school to align curriculums as far as is possible;
- deliver a curriculum that supports academic achievement whilst also aiming to address any additional needs of the pupil, including improving behaviour and re-engaging them in education.

17. Free School Meals

Alternative Providers should make provision for a pupil who is entitled to free school meals to receive a free school meal whilst attending their provision. The cost for this meal may be recouped from the home school's FSM allowance.

18. Staff Training

It is recognised that the use of alternative provision, beyond that of a local authority PRU, is a relatively new concept for many schools.

Those with direct responsibility for resourcing, managing and evaluating the suitability of alternative provision will need the right support and training in order to undertake their role successfully.

Teachers, subject leads, and heads of year ,may all be new to the positive reintegration of pupils who have been accessing alternative provision and how this can be undertaken successfully so that the pupil is able to maintain the gains secured, socially, emotionally and academically, at the provision.

Training delivered to staff should be recorded and the impact monitored closely. Training needs should be identified with the ODBST Director of Education who will seek to provide/signpost schools to appropriate training and support.

Alternative Provision (AP): ODBST Check List

Alternative provision: suitability form

Name of alternative provider:	
Date and time of visit:	
This form has been completed by:	

Safeguarding

QUESTIONS	ANSWER (PLUS EVIDENCE)	CONCERNS	FURTHER ACTION
Is the provision OFSTED registered?	OFSTED registration number	If not, what Quality Assurance has been undertaken? Is it on the Bucks/MK list of recommended provisions?	

QUESTIONS	ANSWER (PLUS EVIDENCE)	CONCERNS	FURTHER ACTION
<p>How did Ofsted judge safeguarding in its last report? (If there's no Ofsted report, it's likely the AP isn't registered)</p>			
<p>Are all policies and procedures in place, such as:</p> <ul style="list-style-type: none"> Safeguarding and Child Protection SEND Relationships and Sex Education and health education Safer recruitment 	<p>Look at the AP's policies Talk to the AP to make sure it's implementing the policies</p>		
<p>What safeguarding training have the AP staff had?</p>	<p>Look at safeguarding training log</p>		

QUESTIONS	ANSWER (PLUS EVIDENCE)	CONCERNS	FURTHER ACTION
What were the results of the AP's most recent safeguarding audit?	Ask to see the AP's safeguarding action plan		
Have all staff had the appropriate safeguarding checks carried out?	Ask for a dated and signed letter of assurance from the Headteacher. Check any safeguarding audits		
Are all the appropriate Risk Assessments in place?	You should ask for a copy of the main site Risk Assessment		
How is the pupil expected to travel to and from the AP?	How are you reassured that transport arrangements are secure ones? Will the pupil be entitled to a taxi?		

Quality of Education

QUESTIONS	ANSWER (PLUS EVIDENCE)	CONCERNS	FURTHER ACTION
How did Ofsted judge the quality of education in its last report?	Look at: Recent Ofsted report National data (attainment and progress)		

QUESTIONS	ANSWER (PLUS EVIDENCE)	CONCERNS	FURTHER ACTION
What did you see on your learning walk?	<p>Look for:</p> <ul style="list-style-type: none"> Pupil engagement Pupil behaviour Pastoral support Quality of teaching Adult-pupil interaction Whether the needs of pupils with special educational needs and disabilities (SEND) are being met 		
How is the curriculum organised?	<p>Look at:</p> <ul style="list-style-type: none"> Long-term plans, medium-term plans and weekly timetables, and whether these are in line with your school's curriculum (especially in English, maths and science, including IT) Whether lessons are reasonably adapted/scaffolded to meet all pupils' needs 		
What extra-curricular opportunities does the AP offer?	<p>Make sure extra activities are all Risk Assessed and ask for copies of these additional Risk Assessments.</p>		

QUESTIONS	ANSWER (PLUS EVIDENCE)	CONCERNS	FURTHER ACTION
Do pupils enjoy learning?	<p>Look for evidence of this on your learning walk</p> <p>Are pupils:</p> <ul style="list-style-type: none"> Engaged in learning? Being challenged? Making progress? 		
How does the AP's behaviour policy support pupils' personal development?	<p>Ask for a copy of the behaviour policy</p>		

Transition process and procedures

QUESTIONS	ANSWER (PLUS EVIDENCE)	CONCERNS	FURTHER ACTION
What are the AP's induction arrangements?			
Does it offer any taster sessions?			
Can our pupil visit the provision before they start attending?			
What does your transition timetable look like?			
How does the AP reintegrate pupils back into mainstream education?	<p>Look at the AP's reintegration arrangements</p>		

QUESTIONS	ANSWER (PLUS EVIDENCE)	CONCERNS	FURTHER ACTION
How does the AP determine whether a pupil is ready to be reintegrated into mainstream education?			
Does the AP provide sufficient and suitable support for careers education and preparation for the next stage of life?	Secondary settings only		
Does the AP provide a suitable range of courses and subjects to help pupils to reintegrate back into school or to move on to further education/college?			

Communication and Information Sharing

QUESTIONS	ANSWER (PLUS EVIDENCE)	CONCERNS	FURTHER ACTION
How does the AP track attendance?	Look at the AP's attendance figures		
How will the AP let us know when our pupil is absent?			
How do we share any specific learning concerns we may have about our pupil with the AP?			

QUESTIONS	ANSWER (PLUS EVIDENCE)	CONCERNS	FURTHER ACTION
How will the AP tell us about our pupil's progress?			
How does the AP communicate with parents/carers?			
How does the AP assess learning? What pupil progress checks does it do?	Look at the school assessment policy		
What outside agencies does the AP work with?	Ask about outside agencies such as: Social care services Educational psychology services Child and adolescent mental health services Youth offending teams Drug support services		
How does the AP support pupils pastorally?			
If our pupil has concerns about safeguarding or wellbeing, who do they speak to?			
What are the AP's complaints procedures?	Look at the complaints policy		

Is this AP suitable for your pupil?

Look at any concerns and further actions that your checks have revealed to decide if it's the right provision for your pupil.

IS THIS SETTING SUITABLE?	GIVE REASONS FOR YOUR ANSWER
Yes	
No	

