Commissioning Alternative Provision

Advice for Schools, Commissioners and Alternative Providers.

June 2023

Contents

Appendices

This document is based on statutory guidance and provides a set of guiding principles that Telford & Wrekin 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. What is Alternative Provision?

Alternative provision can be defined as something in which a pupil participates as part of their regular timetable, away from the site of the school or the pupil referral unit where they are enrolled, and not led by school staff.

Schools 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 many pupils who are on the roll of a pupil referral unit also attend additional forms of alternative provision off site.

2. What Schools Should Know

Responsibility for the alternative provision used rests with the school commissioning the placement. Commissioning schools 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.

A personalised plan for intervention should be prepared by the commissioner 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. Plans should be linked to other relevant information or activities such as EHCPs for children with SEND.

The school commissioning the placement should maintain on-going contact with the provider and pupil, with clear procedures in place to exchange information, monitor progress and provide pastoral support.

The school commissioning the placement should maintain a full record of all placements they make, including a pupil's progress, achievements and destination following the placement. This should also include the pupil's own assessment of their placement.

The Ofsted Handbook (September 2022 inspections) describes how schools will be evaluated on their use of alternative provision on inspection. This includes:

> 361. Inspectors will evaluate how well a school continues to take responsibility for its pupils who attend alternative or off-site provision. Inspectors need to be assured that leaders have ensured that the alternative provision is a suitable and safe placement that will meet pupils' academic/vocational/technical needs, pastoral needs and, if appropriate, SEND needs….

> 363. Inspectors will normally visit a sample of any part-time unregistered alternative providers during the inspection, as directed by the relevant Ofsted region. This may be completed remotely. This is to assess the adequacy of the school's quality assurance process….

3. What is Good Alternative Provision?

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

Provision will differ from pupil to pupil, but DfE say provision should:

- Have a clear purpose with a focus on education and achievement as well as meeting the pupils needs and rigorous assessment of progress
- Offer appropriate and challenging teaching in English, mathematics and science (including IT) on par with mainstream education - unless this is being provided elsewhere within a package of provision.
- Be suited to the pupil's capabilities; give pupils the opportunity to take appropriate qualifications and involve suitably qualified staff who can help pupils make excellent progress; and
- Have good arrangements for working with other relevant services such as social are, education psychology, child and adolescent mental health services, youth offending teams, and drug support services, etc.

Schools should also ensure that:

- The specific personal, social and academic needs of pupils are properly identified and met in order to help them to overcome any barriers to attainment;
- Provision leads to improved pupil motivation and self-confidence, attendance and engagement with education; and
- Provision has clearly defined objectives, including the next steps following the placement such as reintegration into mainstream education, further education, training or employment.

4. Key Points for Consideration

- Have the pupil, parents and relevant teacher been spoken to before a decision about alternative provision has been made?
- Are the nature of the intervention, objectives and timeline clearly defined?
- What other considerations are there, such as transport arrangements?
- What does the pupil want, or need, to get from of the provision?
- How long should the provision be for?
- Is it part time or full time? If part-time, the pupil should attend school as usual on the days they are not in the alternative provision
- How will it fit with the pupil's mainstream curriculum? If part-time or temporary, it should complement and keep up with the pupil's current curriculum, timetable and qualification route.
- What will success look like at the end of the provision?
- What outcomes do you hope to achieve – particularly in the areas of attendance, attitude, attainment, behaviour and positive destination?

5. DfE Registration Requirements for Alternative Providers

Every provider of education that is not a maintained school or academy must be registered as an 'independent school' if it provides full-time education to:

- five or more pupils of compulsory school age, or
- one such pupil who is looked-after, or
- one such pupil with an Education Health & Care Plan (EHCP).

It is an offence to operate an unregistered independent school. Applications for registration by new schools must be submitted and approved before a school begins to operate and admit pupils. Ofsted may decide to make an unannounced visit to an institution on the basis of information they have received about it operating as an unregistered independent school. If Ofsted consider in the course of such a visit that an institution is

operating unlawfully and should cease to operate as a school, they will inform the operator it is an offence to operate without registration and take any appropriate steps with the LA to ensure the premises and closed and the children provided for.

6. Definition of Full Time Provision

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

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

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

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

7. Telford & Wrekin Alternative Provision Directory

The Alternative Provision Directory is a list of alternative providers that have identified that they wish to be part of the directory. The quality assurance of providers remains the responsibility of the commissioner, ie the school where the child is on roll.

All commissioners of AP, including schools should:

- Check the registration status of each provider and whether they should be registered if they are not.
- Never use provision which contravenes the registration regulations.
- Check provider's policies and procedures
- Give providers information in writing about the school's expectations for child protection and procedures they should follow if they have a concern about a pupil
- Support providers to access appropriate safeguarding training and information.
- Give providers information in writing about how the school should be informed of attendance and agree the subsequent follow up of absence.

 The Alternative Provision Directory can be found here:

Alternative Provision Directory - Telford & Wrekin Council

8. The Placement - What are Schools Responsible for?

Once a placement has been agreed, the school maintains responsibility for:

- Pupil welfare: safeguarding, child protection; health and safety
- Sharing all relevant information with the provider including any information on SEND, literacy, safeguarding or other issues.

- Ensuring that parents have clear information about the placement - why, when, where, and how it will be reviewed
- Setting out in writing the agreed objectives and plans for the placement, and monitoring progress against the objectives of the placement, including carrying out frequent visits to the provider
- Where reintegration to school is an objective, planning for and providing an appropriate package of support to assist the pupil's reintegration
- Involving parents in regular reviews of the placement.
- Attendance monitoring and follow-up of absences
- Meeting the needs identified within a child's EHC 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;
- Ongoing contact with the pupil and provider to exchange information, monitor progress and provide pastoral support;
- 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 to ensure pupils receive their full entitlement to careers information, advice and guidance;
- Pupil outcomes – obtaining a final report on the pupil's achievements during the placement including attainment and progress, attendance records and evidence of change in behaviour.
- Seeking pupil's views on success of the placement.
- For Year 11s, working with the provider to prevent young people becoming NEET and ensuring that they can move on to suitable education, training or employment alongside part-time study. Schools should collect and record information about the pupil's next destination, as an indicator of alternative provision quality.

Appendix 1 contains a template which schools can use to quality assure alternative provisions which they commission.

9. Safeguarding

Commissioning schools must satisfy themselves that providers are compliant with the statutory guidance Keeping Children Safe in Education. A key part of this process should be school staff ensuring that staff at the alternative provision had appropriate checks, for example Disclosure and Barring Service (DBS) Checks.

Commissioning schools must satisfy themselves that providers are familiar with Telford and Wrekin procedures and protocols for safeguarding the welfare of their pupils in alternative provision; providers must have a designated Safeguarding Lead and deputy and have undertaken the relevant and appropriate training.

Commissioning schools retain responsibility for the process of making referrals to children's social care and for statutory assessments under the Children Act 1989 and any role they might be expected to play in such assessments (KCSIE). In Telford & Wrekin, these referrals are made to T&W's Childrens Social Care Teams (or) through Family Connect.

10. Health and Safety

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.

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. The council follows the current guidance by the Health and Safety Executive (HSE). This information should be referred to in conjunction with this guidance.

Key Points:

1.   The alternative education provider has primary responsibility for health and safety of the pupil and should be managing any significant risks. Schools should take reasonable steps to satisfy themselves that providers are doing this.

2.   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 learning difficulties, so this can be taken into account when planning the placement. This should include details of any medical or behavioural conditions as well.

3.   Schools 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.

4.   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.

5.   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 should ensure that adequate health and safety information is obtained.

6.   It is the responsibility of schools 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.

7.   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.

8.   Schools 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.

9.   Schools should also check that the provider understands about the specific factors relevant to young people at work, including certain industry specific prohibitions and limitations.

10.   For all environments, the local authority strongly recommends 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.

11.   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.

12.   Schools 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.

 Providers should complete the Statement of Significant Risks & Control Measures Form. For further information and advice, schools should contact their health and safety advice provider. For more information on health and safety competent advice, refer to: https://www.hse.gov.uk/ Schools where NCC is the employer should contact the NCC Corporate Health & Safety Service.

11. Recording and Monitoring Attendance

Each pupil attending alternative provision MUST remain on a school roll and the school retains the ultimate duty of care for pre-16 pupils, wherever they are being educated. Whilst a pupil is attending an alternative provider, they are 'on loan' from school and providers are obliged to support the school in their duty of care.

To ensure robust safeguarding of pupils in placement, there is an expectation that schools and providers have a clear agreement about how the school are informed of attendance and the subsequent follow up of absence.

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).

Attendance Register Codes

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:

a)   **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 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 school work. Schools should ensure they have in place arrangements whereby the provider of the alternative activity notifies the school of any absences by individual pupils. The school should record the pupil's absence using the relevant code.

b) **Code D: Dual Registered – at another educational establishment**

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 were 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 absence is followed up in a timely manner.

c) **Code C: Leave of absence authorised by the school**

In agreeing to a part-time timetable a school has agreed to a pupil being absent from school for part of the week or day and therefore must record it as authorised absence.

12. Quality Assurance and Evaluating the Impact of the Provision

The responsibility for quality assurance and evaluation sits with the commissioning school. As a guide the following key areas for consideration when undertaking quality assurance and evaluation have been taken from Ofsted:

- Quality of teaching and learning at the alternative provision
- Academic progress, ensuring targets are suitably challenging
- Accreditation including English and maths (where appropriate)
- Safeguarding and health and safety (including quality of accommodation)
- Personal development and well-being
- Pupils' views
- Employability and skills for life – progression to post-16 destinations
- The role of governors - understanding the progress made by pupils who attend alternative provision so they can ensure decisions about value for money are well informed

Telford & Wrekin Council would recommend a minimum of one visit per term to a provider. The scope and detail of regular reports from providers will be agreed locally at the point of commissioning.

 Appendix 1 contains a template which schools can use to quality assure alternative provisions which they commission.

13. What are Alternative Providers Responsible For?

- Ensuring they are compliant with the most recent DfE guidance around legislation and the definition of an independent school.
- Maintaining contact with the commissioning school and the pupil's parent/carer, with regular updates on the pupil's progress:
- Carrying 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;
- Notifying the school of attendance and absence; good practice would determine this is twice daily;
- Providing 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;

- Attending relevant multi-agency meetings around the pupil when required, for example: Personal Education Plan (PEP) for children in care, EHCP meetings, SEND review meetings and Social Care meetings;
- Having clear monitoring criteria to judge the quality of the teaching and learning, and report this to the commissioning school at agreed intervals;
- Providing a named contact for all matters pertaining to the pupils;
- Being aware of and comply with Telford & Wrekin Council's policies, standards and procedures, such as the Safeguarding Childrens Board, and Children Missing Education;
- Maintaining 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.

14. Role of the Local Authority

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 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 for example by producing the AP Directory

See statutory guidance on 'Children Missing Education', September 2016 - Stat guidance template (publishing.service.gov.uk)

Statutory Guidance on Alternative Provision

- DfE 2013 Alternative Provision

- DfE 2019 Independent School Registration

- DfE 2013 Education for children with health needs who cannot attend school.

- Ofsted 2013 Pupils Missing Out

Further Reading - Alternative Provision

- Ofsted 2016 Alternative Provision - Findings of a 3 Year Survey

- DfE October 2018 Alternative Provision Market Analysis

- DfE October 2018 Investigative Research into Alternative Provision

Telford and Wrekin Alternative Provision Quality Assurance Framework

Introduction

For the purposes of this guidance the definition of Alternative Provision is as follows:

For the purposes of this guidance, the definition of alternative provision is as follows: 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.

DfE Statutory Guidance for local Authorities January 2013

The Alternative Provision Quality Assurance Framework aims to:
- Improve provider performance
- Raise the profile of Alternative Providers in Telford and Wrekin
- Establish better collaboration between commissioners and Alternative Providers
- Safeguard the wellbeing of all children accessing education in the Alternative Provision (AP) sector
- Ensure all learners receive consistently high- quality learning experiences and their statutory entitlement
- Inspire confidence across Alternative Providers and support the culture of continual improvement within the AP sector
- Enable recognition and sharing of good practice across schools, colleges and other providers

Telford and Wrekin AP Partnership

The purpose of the partnership is for commissioners of AP (Schools and the LA) to work closely with providers to fulfil the aims above.

A directory of Alternative Provision providers within the borough, and immediately adjacent to the borough, will be available for all schools to access. There is an expectation that to be included within the directory AP providers sign up to the QA process as described in this document. There are two elements to this QA process:

Part A – this describes the minimum standards expected of providers to be included in the directory, this element of the QA process will be undertaken by the Local Authority

Part B – it is an Ofsted expectation that all commissioners of AP quality assure that provision to ensure it meets the needs of their young people. Where a school has commissioned the provision; that school will need to undertake part 2 of the QA processes for each provider it has commissioned. Where the LA has commissioned provision directly (and therefore the young person is on roll at that provision) the LA will undertake the QA process.

It is an expectation that all outcomes of QA visits are shared across the schools in the partnership.

QA Ratings

All self-evaluation and QA visits will use a standard RAG rating:

RED – Requirement not met or significant deficiencies; urgent improvement needed

AMBER – Requirement partially met; processes to be enhanced or embedded

GREEN – Requirement fully met

Framework

The framework covers five themes as follows:

Part A

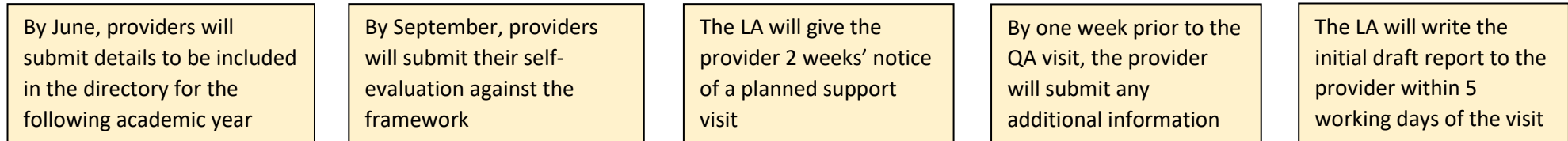1. Safeguarding
2. Health and Safety

Part B

3. Admissions, Guidance and Support
4. Quality of Education
5. Outcomes for learners

The expectation would be that each visit is carried out in partnership with the providers instead of 'done' to the provider. Therefore, we would expect and welcome managers to join the assessment team. Each visit would take no longer than one day. It might not be possible to focus on all sections of the framework in any one visit to a setting.

QA Cycle

The Local Authority will support each provider who submits details for the directory on an annual basis to provide evidence against Part A of the framework. Commissioners will assess each provider against Parts A and B no less frequently than once every year, dependent on number and needs of students placed and outcome of previous QA visit.

The annual cycle for QA will be:

| By June, providers will submit details to be included in the directory for the following academic year | By September, providers will submit their self-evaluation against the framework | The LA will give the provider 2 weeks' notice of a planned support visit | By one week prior to the QA visit, the provider will submit any additional information | The LA will write the initial draft report to the provider within 5 working days of the visit |

Framework

Name of Provider:	

Manager:	

LA QA Lead:	

LA visit Date:	

Background Information

Is the provider registered with Ofsted? YES / NO	If yes, Ofsted registration Number:	If yes, DfE Registration Number:

Date of last Ofsted inspection (if registered):		Outcome:

Student Numbers

	Total Number of students attending	Of which: Number full time or with no provision in school	Number full time or with no provision in school with an EHCP	Number full time or with no provision in school who are in care
Monday am				
Monday pm				
Tuesday am				
Tuesday pm				
Wednesday am				
Wednesday pm				
Thursday am				
Thursday pm				
Friday am				
Friday pm				

Part A – Minimum Standards

Section 1 - Safeguarding						
	Requirement	**Evidence**	**Self-Evaluation**		**Assessment**	
			Rating	**Comment**	**Rating**	**Comment**
1.1	Access to the site is restricted to registered pupils and the organisation's own staff. All staff have current required checks which are recorded on a single central register	• SCR and HR files • Safer Recruitment Procedures • Controlled access to Site • Sign in procedures • Visitor's procedures • Contractors have appropriate checks, Public Liability Insurance and supervision.				
1.2	Section 175 Audit & Action Plan in place	• BCC 175 audit and action plan complete and tracking progress against action presented.				
1.3	Appropriate policies and procedures in place to safeguard children	• Child Protection/Safeguarding Policy (to cover the following: Prevent, CSE, FGM, FM, Relationship abuse, Domestic Violence, Drugs and Substance misuse , Gangs, Fabricated Illness, Bullying, Faith Abuse, Gender based violence, private				

		fostering, sexting and trafficking) • Staff Behaviour Policy/Code of Conduct • Whistleblowing Procedures • Recruitment & Selection Policies • E- Safety policy and strategy • Use of reasonable force procedures			
1.4	Trained Designated safeguarding lead in place	• DSL and cover for DSL in place. • Appropriately training and attendance at DSL network			
1.5	Robust procedures for logging concerns, record keeping and sharing information	• Student files and referrals. • CP file are well structured and organized and securely held. • Tracking of vulnerable learners and associated risks. Follow up undertaken where referred to school DSL.			
1.6	Appropriate provision for Children in Care	•Designated person for CiC. • Communications with virtual school. • CiC files.			

1.7	Appropriate procedures to safeguard Children Not in School	• Registers procedures. • Attendance policy and procedures • Communication with commissioners and parents. • Children missing in education procedures			
1.8	Curriculum programme includes safeguarding training for children and young people	• Curriculum plans include opportunities for students to explore: -CSE (Child Sexual Exploitation) -DV (Domestic Violence) -FGM (Female Genital Mutilation) -FM (Forced Marriage) -Substance misuse -Gangs -Radicalisation and extremism			
Recommendations / Next Steps:					

Section 2 – Health and Safety						
	Requirement	Evidence	Self-Evaluation		Assessment	
			Rating	Comment	Rating	Comment
2.1	An up to date Health and safety policy is in place and accessible to all staff, young people, carers and visitors and a there is a designated person trained to IOSH standard who is held ultimately responsible for health and safety	• Designated Health and Safety Trained Officer (IOSH) • Displayed notice naming the designated person for health and safety to whom these issues should be reported • Knowledge of requirements of health and safety legislation • 'Competent' health and safety advice available • Appropriate health and safety signs and notices				
2.2	Risk assessments have been carried out to identify significant risks on site	• Adequate risk control measures/ risk register. • Record of at least yearly regular reviews				
2.3	Fire drills take place regularly, at least once a year	• Fire alarms are regularly tested and meet the Fire Brigade's criteria Fire extinguishers tested regularly • Staff trained in fire prevention measures • Diary showing recent fire drills and notes				

		• Certificate showing tests of fire alarms • Display a list of fire wardens				
2.4	Public liability insurance policy is current and the insurance certificate is displayed	• Public liability insurance document • Other relevant insurance documents				
2.5	First aid equipment and/or facilities are readily available • Is the organisation familiar with RIDDOR procedures? (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995) www.hse.gov.uk • How will the employer convey revised control measures to young people if a RIDDOR event occurs whilst they are on the premises? http://www.hse.gov.uk/guidance/index.htm	• Arrangements for access to a qualified first aider • Recording systems for accidents and first aid treatments and notification to the and/or the parents/carers • Evidence of any RIDDOR investigations underway or outcomes pending • List of trained first aiders displayed • Medical Needs policy				
Recommendations / Next Steps:						

Part B – Commissioner QA

	Requirement	Evidence	Self-Evaluation		Assessment	
Section 3 – Admissions, Guidance and Support						
			Rating	**Comment**	**Rating**	**Comment**
3.1	Admission and referrals procedures are clear and well supported	• Admission/ Referral policy • Admission/ Referral application forms • Integration process/ Student files • Induction process: base lining, Learning Plans, Timetables, Groups (register) , CEIAG • Target and tracking sheets				
3.2	All learners participate in an induction process that will help them understand options, health and safety procedures, their rights and responsibilities and are aware of equal opportunities	• Integration process/ Student files • Induction process: base lining, Learning Plans, Timetables, Groups (register) , CEIAG • ILPs • Student voice				
3.3	Learners have a forum to express opinions and raise issues	• Student council • Student questionnaires • Tutor systems • Examples of how students voice shaped provision				

3.4	A structured process of CEIAG is in place which supports students' progression into further education employment or training.	• CEIAG offer • Individual plans • Partnership with colleges, WBLP, Schools, employers • Destination data • Post 16 application processes and procedure • Careers Fayres, Attendance at Skills show etc				
Recommendations / Next Steps:						

Section 4 – Quality of Education						
	Requirement	**Evidence**	**Self-Evaluation**		**Assessment**	
			Rating	**Comment**	**Rating**	**Comment**
4.1	The curriculum overview clearly identifies the needs of the students, how the curriculum has been designed to address these needs and the impact of this.	• Curriculum statement • Curriculum map • Overarching Timetable • Individual student timetables.				
4.2	Where the curriculum is broken down into subjects, or the overarching curriculum if not, there is clear planning to show progression in the development of knowledge.	• Medium term plans • Schemes of work • Lesson Plans • Lesson observations				
4.3	Teaching staff are appropriate to deliver programmes	• Safer recruitment policy and procedures • SCR/HR files • Training register • CPD • Links to schools and providers				
4.4	Planning for learning shows: 1. Lesson/session plans identify the knowledge, skills and understanding that different groups of learners will achieve 2. Regular and thorough assessment and review of progress takes place	• Timetable • Curriculum Plan • Session planning / Lesson plans. • SOW • Individual Plans • Exam Policy and procedures • Assessment policy and procedures • Reports home/ School				

		• Students books and portfolios • Moderation, IV and EV reports			
4.5	Appropriate resources are available to deliver the curriculum offered.	• Curriculum Plan • Session planning / Lesson plans. • SOW • Individual Plans • Staff training register • Deployment of Key workers. • Safety equipment etc.			
4.6	There are productive working relationships between staff and learners leading to effective feedback and positive learning outcomes.	• Behaviour policy and procedure • Rules, routines, rewards and sanctions • Lesson Observations • Behaviour Data • Attendance and Behaviour reports to commissioner's • Student voice • Exclusion data.			
4.7	Learners understand the importance of attendance, punctuality and classroom and workshop behaviour and comply appropriately.	• Attendance and punctuality policy and procedures • Rules, routines, rewards and sanctions • Students files • Exclusion policy and procedures • Accident reporting			

		• Risk assessment, Health and Safety guidance to students				
Recommendations / Next Steps:						

Section 5 - Outcomes for learners

	Requirement	Evidence	Self-Evaluation		Assessment	
			Rating	Comment	Rating	Comment
5.1	Learners meet the targets set in relation to their starting points and make at least good progress	• Progress trackers/data • Formative and summative assessment • Portfolios and books • Reports home – schools • Students voice				
5.2	Analysis of assessment data enables clear indications of: • how well the provider is doing in relation to its targets • how effective it is in identifying specific groups of learners' needs	• Exam outcomes • Unit completion and progress against syllabus • Attendance and behaviour data • Rewards and Sanctions • Exclusions data				
5.3	Underperformance is addressed through appropriate intervention and support	• Planning • Menu of intervention e.g. Literacy, Numeracy, Behaviour , SEN7 • Updated ILP showing regular reviews. • Allocation of key workers				
Recommendations / Next Steps:						

AP QA Monitoring Visit Exemplar Student Interview Sheet

Questions	Responses
Do you feel safe at this provision?	
Is there anything that could be done here to make you feel safer?	
Explain the teaching and learning that goes on in your lessons.	
What do you enjoy most about being at this provision?	
What are their aspirations beyond KS4? Possible destinations	
How hard do you work in class? How are challenged to do better?	
Do you enjoy your lessons? Why?	
How are you helped with difficulties in your understanding of a concept?	
How do you know about your Progress?	

What would you say to other students who want to come here?	
How would you describe your behaviour here? Has this improved from your previous school?	
Other	

AP QA Monitoring Visit Exemplar Work Scrutiny Sheet

Criteria	Rating (RAG)	Observations made
		Is evidence: RED – not met or no evidence; AMBER – partially met; GREEN – fully met *(Please indicate your decisions for your grading).*
Is the folder/exercise book updated? Are assignment briefs completed?		
Are notes checked - signed - misconceptions highlighted and corrected?		
Answers to questions / assignments graded and constructive comments made on how to reach next grade / level etc		
Advice and opportunities for extended work / research/ independent work		
Evidence of exam questions / assessments and feedback		
Evidence of mark sheet / assessment marks from teacher (BTEC courses)		
Evidence of support for development of literacy, numeracy, research, thinking skills and independent work (templates)		
Other observations		

AP QA Monitoring Visit Exemplar Staff Interview Sheet

Questions	Answers

• Do you know who has the responsibility for Safeguarding in the school/college/academy?	
• What should you do if a safeguarding issue comes to light?	
• How would you describe the behaviour of students in your school/academy/college?	
• How are staff supported in their professional development?	
• What are the key priorities of your school/academy/college?	
• How are key issues shared with staff?	