



Archbishop Holgate's School

A Church of England Academy

ALTERNATIVE PROVISION POLICY

In this policy we explain why and how we use Alternative provision and how we ensure it provides excellent outcomes for those students and ensure their safety.

Approval Date: *September 2021*

Next Review Date: *September 2022*

Member of staff responsible: *Deputy Head teacher Pastoral Care*

Archbishop Holgate's School is committed to developing to the full, the potential of each member of the school community, within the context set by its mission, its strategic aims, and its Christian values as a Church of England Academy.

Table of Contents

1. Vision and Values of Archbishop Holgate’s School	3
2. Statement of intent	4
3. Legal framework.....	4
4. Definition	5
5. Purpose of alternative provision	5
6. Good alternative provision.....	5
7. Suitability of providers	6
8. Planning for alternative provision.....	6
9. Roles and responsibilities.....	7
10. Referral process.....	8
11. Directing pupils off-site to improve behaviour	9
12. Arranging provision for excluded pupils	9
13. Pupils with additional needs	10
14. Notifying parents	10
15. Communication with providers	10
16. Monitoring academic progress, behaviour and welfare.....	10
17. Monitoring attendance.....	11
18. Appendix 1: CYC Quality assurance procedures for Alternative Education Providers.....	12

1. **Vision and Values of Archbishop Holgate's School**

As a Church of England school we strive to ensure that all of our young people are cared for, given every opportunity to develop through academic study, to grow personally and spiritually and to live into being those Values we hold dear in our community and in wider society. Our role as a Church school is to help nurture both academic excellence and to help shape young people who can make a significant contribution to the community they serve. Key to this is a clear recognition that all students have individual gifts and talents and with support every young person can flourish.

Archbishop Holgate's School is distinctive and effective as a Church of England school because our Christian vision and values are very explicit and drive all areas of school life. Our Vision is one which combines Values, Care and Achievement.

“A threefold cord is not easily broken.” Ecclesiastes 4:12

Through this vision we seek to be a Church of England School which is deeply Christian. As such, the three themes of our vision, Values, Care and Achievement are deliberately expressed in that order, our distinct Christian Values help ensure that every child is cared for as an individual and this in turn will help them to succeed academically.

Our school values of **Justice**, **Compassion**, **Forgiveness** and **Trust** have been embedded across our school community and permeate all areas of school life.



This policy is to complement our vision and values and to enable the school to allow all members of Archbishop Holgate's community to live them into being every day.

2. Statement of intent

Archbishop Holgate's School recognises the need to ensure that our curriculum is inclusive and accessible, providing opportunities for all pupils to succeed; furthermore, we recognise the need to offer other provisions to some pupils that allow them to achieve their potential outside of what is accessible at the school.

Alternative provision is educational provision for pupils who would benefit from or are unable to access, or unsuited to, mainstream education for a variety of reasons. It aims to ensure the continued education of pupils in the school in a supportive and nurturing environment. The school strives to reintegrate all pupils back into mainstream education wherever possible. The school aims to work in partnership with parents and students and in the majority of cases where Alternative Provision is proposed, this will then be a partnership decision. For example: a change in the curriculum model might be required to engage or provide a break will be offered in full partnership, however if it is due to a Permanent Exclusion this is a school decision.

This policy outlines the key aspects of alternative provision at the school, including the reasons for which a pupil may be directed to alternative provision, the referral process and the methods for reintegrating pupils back into the school.

3. Legal framework

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

- Education and Inspections Act 2006
- Data Protection Act 2018
- The General Data Protection Regulation
- Education Act 2002
- DfE (2013) 'Alternative Provision'
- DfE (2017) 'Exclusion from maintained schools, academies and pupil referral units in England'
- DfE (2021) 'Keeping children safe in education'
- DfE (2018) 'Mental health and behaviour in schools'

This policy operates in conjunction with the following school policies:

- Behavioural Policy
- Equal Opportunities Policy
- Attendance Policy
- Child Protection and Safeguarding Policy
- E-safety Policy
- Health and Safety Policy
- SEND Policy
- Anti-Bullying Policy
- Exclusion Policy

4. Definition

For the purposes of this policy, 'alternative provision' is defined as: "Education arranged by the school that is not on the school premises."

5. Purpose of alternative provision

The school recognises that all pupils are individuals with different strengths and weaknesses, and that mainstream education is not suitable for everyone.

Alternative provision focusses on ensuring that pupils continue to receive a high-quality education whilst their needs are being addressed and offers a variety of alternative curriculum provisions in order to support pupils' wider development.

The school may arrange alternative provision for pupils for several reasons including, but not limited to, the following:

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

The school will handle all situations sensitivity, minimizing shame and working with parents and students to ensure they understand the benefits and strengths of the placement.

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

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

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

6. Good alternative provision

Alternative provision will differ from pupil to pupil dependent on their needs; however, the providers commissioned by the school aim to:

- Be suited to individual pupils' capabilities and identify their specific personal, social and academic needs in order to help them overcome any barriers to attainment.
- Achieve good academic attainment on par with mainstream schools and deliver appropriate accreditation and qualifications.
- Improve pupil motivation, self-confidence, attendance and engagement with education.
- Provide clearly defined objectives to the school and pupil, including the next steps following the placement such as reintegration into mainstream education.

The school will use the local authority's quality assurance procedures for Alternative Education Providers (see Appendix 1) and where ever possible providers from the York Alternative Provision Directory.

7. Suitability of providers

The school is able to access a variety of alternative provision placements and has procedures in place to ensure pupils make good progress whilst at the provision, as outlined in Section 16 of this policy.

The suitability of the providers of alternative provision commissioned by the school will be continually assessed to ensure they continue to offer the best path for the school's pupils.

The school's DSL will ensure all providers to the school are registered and approved, and that they have relevant policies in place to cover safeguarding and health and safety. The LA has quality assured all providers in its Alternative Provision Directory, however school will also ensure it is confident that the placements are all suitable. Where a placement has not been quality assured by the council, the school will complete that process.

Where the council have not, the alternative provision lead will 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 the school would otherwise perform in respect of its own staff.

The Alternative provider lead will visit all placements at the start and will complete a visit every term, completing CYC paperwork to evidence and QA the placement continually.

8. Planning for alternative provision

The school will strive to encourage all pupils to achieve or exceed the standards of a good education.

The school will focus on the early assessment and identification of a pupil's needs, including any SEND, and will work in collaboration with partner agencies in health and children's social care, educational psychology, and children and young people's mental health services (CYPMHS) to support the pupil to engage in education.

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

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

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

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

9. Roles and responsibilities

The LA will be responsible for:

- Arranging suitable full-time education for pupils who have been permanently excluded from the school, as outlined in section 12 of this policy.
- Arranging suitable full-time education for pupils who would not receive suitable education without alternative provision, e.g. because of illness.

The governing board will be responsible for:

- Arranging suitable full-time education for pupils who receive a fixed-period exclusion of more than five school days, as outlined in section 10 of this policy.
- Where appropriate, directing pupils off-site for education to improve their behaviour.
- Monitoring and reviewing the implementation of this policy.

The headteacher will be responsible for:

- Taking overall responsibility of the school's use of alternative provision and the implementation of this policy.
- Reporting on the effectiveness of the implementation of this policy to the governing board.
- Ensuring that budgets for alternative provision are established in due time, approved by the governing board and managed effectively.
- Notifying parents when their child has been directed to alternative provision, as outlined in section 12 of this policy.
- Sharing the relevant information with the chosen alternative provision provider to facilitate the transition from the school to the provider.

The SLT will be responsible for:

- Supporting members of staff with the monitoring and support of alternative curriculum provision.
- Arranging the appointment of the alternative provision lead.
- Continually assessing the quality and suitability of providers of alternative education.

The alternative provision lead will be responsible for (they might use the quality assurance process provided by the council to complete some of these tasks):

- Liaising with the relevant members of staff, e.g. the DSL and SENCO, to ensure that the appropriate measures are in place to support pupils in alternative provision.
- Undertaking visits to the alternative provision sites, as requested by the SLT, to review the progress of relevant pupils.
- Deciding on an appropriate course of action, in conjunction with the SLT and headteacher, if informed by a provider of any serious behavioural incidents involving the school's pupils.
- Ensuring that the alternative education providers used by the school are registered and approved, and that they have the relevant policies in place to cover safeguarding, child protection, and health and safety.
- Ensuring that all adults at the provision are cleared to work with pupils, e.g. they have the relevant DBS checks.
- Ensuring that all alternative providers receive and adhere to the school's Child Protection and Safeguarding Policy.

The attendance lead will be responsible for:

- Monitoring the attendance of pupils who have been referred to alternative provision and updating the school's records on a weekly basis.
- Providing attendance updates to the alternative provision lead and headteacher on a weekly basis.

The assessment lead will be responsible for:

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

The SENCO will be responsible for:

- Giving alternative provision providers details of a pupil's SEND, where appropriate, so their placement can be catered to them.

10. Referral process

The school will work in conjunction with alternative provision providers to develop procedures for referring and admitting pupils to alternative provision.

Once the school has taken the decision to direct a pupil to alternative provision, the pupil and their parents will be called for a meeting with the alternative provision lead.

At the meeting, the alternative provision lead will clearly explain to the pupil and their parents the reasons for directing the pupil to alternative provision.

An agreement will be made between the school and the parents with regards to referring the pupil to alternative provision. This agreement will be reviewed on a termly basis, and the timescales and responsibilities for reviewing the agreement must be made clear to providers, parents and pupils.

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

Parents of the pupil will be fully involved in the referral process and any decisions taken to refer their child to alternative provision.

Student voice will be collected and be a key factor in any decisions made on the provision.

Once parents have agreed for their child to be directed to alternative provision, the pupil must attend any on- or off-site provision; failure to attend the provision will carry the same consequences as non-attendance at the school, as outlined in the Attendance and Truancy Policy.

Where parents refuse to accept the offer of alternative provision, this will be documented.

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

11. *Directing pupils off-site to improve behaviour*

The school can direct a pupil to off-site alternative provision in order to improve their behaviour.

In these instances, the governing board will:

- Ensure that the pupil's parents (and the LA, where the pupil has a statement of SEN or EHC plan) are given clear information about the placement, i.e. why their child has been directed to off-site provision, when the placement will begin, where the placement will be, and how it will be reviewed.
- Keep the placement under review and involve the pupil's parents in this process. The frequency of these reviews is decided on a case-by-case basis.

12. *Arranging provision for excluded pupils*

The governing board will arrange suitable full-time education for pupils who receive a fixed-period exclusion of more than five school days. This provision will begin no later than the sixth school day of exclusion; however, the school will endeavor to arrange the alternative provision to begin as soon as possible after the commencement of an exclusion.

Consecutive fixed-period exclusions are regarded as a cumulative period. If a pupil is excluded for more than five consecutive days, the alternative provision will be arranged for the sixth school day of exclusion, regardless of whether this is a result of one or more fixed-period exclusions.

The LA will arrange suitable full-time education for any pupil permanently excluded from the school; this alternative provision will begin no later than the sixth school day of exclusion.

Where a pupil who is permanently excluded has an EHC plan, the LA may review the plan or reassess the pupil's needs, in conjunction with their parents, with a view to identify a new placement.

Where it is not possible or appropriate to arrange alternative provision during the first five school days of an exclusion, the headteacher will ensure that the pupil is set work and that this is marked.

13. Pupils with additional needs

Where the school has concerns about the behaviour, or risk of exclusion, of a pupil with additional needs (including SEND), or a looked-after child, the headteacher, DSL and SENCO will consider what additional support or alternative placement may be required.

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

14. Notifying parents

Where the school directs a pupil to off-site alternative provision, their parents will be notified in writing.

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

The notification letter will state the dates for which the pupil will be required to attend alternative provision, the time the provision will start, the amount of time the pupil is to spend at the placement each day, the address the pupil will need to attend and the name of the person responsible for the provision.

15. Communication with providers

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

The school will maintain ongoing contact with the provider and the pupil in order to exchange relevant information, monitor progress and provide pastoral support.

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

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

16. Monitoring academic progress, behaviour and welfare

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

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

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

The alternative provision lead, or another suitable member of staff, will visit pupils placed in alternative provision at appropriate intervals, which will be agreed at the start of the provision.

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

Pupils who are not making satisfactory progress at their placement will undergo a formal review meeting, which will be attended by the headteacher, alternative provision lead, pupil, their parents and the provider.

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

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

17. Monitoring attendance

The school recognises that, for alternative provision to benefit pupils, they must attend the provision; therefore, the school will monitor the attendance of all pupils in alternative provision.

Providers are required to contact the school whenever a pupil placed there is absent.

The school will contact pupils' parents, where their child has been absent from provision, in order to resolve the issue and to ensure regular attendance is achieved.

The school will formally monitor the attendance of pupils placed in alternative provision and update attendance records on a weekly basis.

Pupils whose attendance falls below the school's target will be subject to interventions as per the school's Attendance and Truancy Policy.

Quality assurance procedures for Alternative Education Providers

Introduction

Local authorities (LAs) are responsible for arranging suitable education for permanently excluded children and for other children who – because of illness or other reasons – would not receive suitable education, without such arrangements being made. Where a child has been subject to a fixed-period exclusion of more than five provider days, providers must arrange suitable provision.

Beyond these statutory arrangements, schools within York are provided with a directory of suitable local Alternative Provision providers that can be used within the graduated response to enhance the educational offer to students who may need additional support with behaviour, attendance or engagement issues. The City of York will provide quality assurance for each provider within the directory but schools should check that they are content with the detail of this process and supplement it as they see fit. The use of AP within a school should be subject to regular review by the senior leadership and Governors with clear rationale offered to why it is being used and regular reviews of its impact.

AP is provided through full or part-time, and short or longer-term placements. Placements can be delivered by AP academies, AP free providers and pupil referral units (PRUs). Other settings also provide AP, including independent providers, further education colleges, and other providers from the private and voluntary sectors.

Policy expectations

The LA expects a provider to have a number of up to date policies in place and these will include:

- Adult Safeguarding Policy & Checklists
- Behaviour & Discipline Policy
- Child Protection Policy
- Complaints Procedure
- Covid-19 Policy
- Educational Visits
- Exclusions Policy
- Fire Policy (Inc. Risk Assessment)
- Health and Safety

- Medication Policy
- Physical Restraint Policy

An LA officer will either request these from the provider itself or download them from the provider’s website. These are then circulated to the appropriate LA officer to be checked and signed off in accordance with expected City of York Council (CYC) standards.

Current placements

It is also important that the LA is reassured that existing placements at providers, continue to be of high quality and continue to meet the needs of the learners. Therefore the expectation is that an annual quality assurance visit will be undertaken by an LA officer. Again, a checklist will be completed which comprises a number of the criteria included within the ‘initial visit’ checks but will also include some additional areas. In addition to the ‘Yes/No’ approach, any outcomes, actions or issues will be noted and followed up accordingly.

The safeguarding of learners is of paramount importance and therefore the commissioning school must be notified of any Safeguarding alerts. The contract used by the LA for its ‘high needs’ learners includes a number of clauses re: safeguarding and welfare. In particular, depending on the circumstances, the provider is required to notify the commissioning school ‘Without delay’ or ‘Within 48 hours’.

CYC will not use any unregistered providers for full time placements pre-16, and the AP provider should never form the majority of the offer for a student on single registration with a mainstream provider.

Quality Assurance Audit Alternative Education Providers

Reason for visit	AP Directory	Establishment name	
Date of visit		Address:	
LA Officer (Education)		Head/Principal	
LA Officer (Additional)		Ofsted Registered?	
DfE/ESFA registered		Ofsted Grade?	

Registered with Company House?	Y/N Company Number:	Registered with HMRC?	
---------------------------------------	------------------------	------------------------------	--

Item	Criteria	Met?	Comments	ACTION
Provider, setting and context				
1.	Does the provider have insurance to work with children?	Y/N		
2.	Does the provider have employer's liability insurance?	Y/N		
3.	Does the provider have public liabilities insurance?	Y/N		
4.	What arrangements are made for children getting to and from the setting? Are they satisfactory?	Y/N		
5.	What are the procedures for morning arrival and afternoon finishing times? How is this process controlled / managed?			
6.	Is there a registration? If no, how do children sign in and out?	Y/N		
7.	How many children access the setting?			
8.	Do the children get scheduled breaks during the day? If yes, then how many breaks are planned and at what times? What are the supervision arrangements during break times?	Y/N		
9.	Does the setting have planned holidays? If yes, what are the dates?	Y/N		
10.	Does the provider offer physical learning? (sports/exercise)	Y/N		
Item	Criteria	Met?	Comments	ACTION
Safeguarding				
11.	Safeguarding policies, procedures are in place.	Y/N		
12.	The provider ensures that arrangements are made to safeguard and promote the welfare of pupils at the provision. Evidence of incident logs, safeguarding logs.	Y/N		

13.	Safeguarding concerns are reported/referred to the relevant authority – commissioning school, LADO, Multi Agency Safeguarding Hub (MASH)	Y/N		
14.	Incident reports and notifications are sent/communicated to the LA in a timely fashion.	Y/N		
15.	Complaints procedures are in place.	Y/N		
16.	Are there any on-going complaints? If so, do they raise any concerns?	Y/N Y/N		
17.	The provider is aware of its duties under the Disability Discriminations Act to ensure equality of access to all learners.	Y/N		
18.	CYPIC are monitored and information supplied to commissioning school of progress and attendance.	Y/N		
19.	Attendance of all learners is good and is effectively monitored/recorded and communicated to the commissioning schools	Y/N		
20.	EHC Plans (if in place) are followed and the AP provider contributes to reviews.	Y/N		
21.	Are there any learners who attend for 18 hours or more a week (full time)? If one has an EHCP or are CYPIC, or the provider has five or more fulltime learners then you must register as a school.	Y/N		
Learners				
22.	Risk assessment processes and procedures are in place. Do they identify each learners needs and meet these?	Y/N Y/N		
23.	Reasonable adjustments are made to ensure equality of access for learners.	Y/N		
24.	Timetables are appropriate to the needs of the learners.	Y/N		
25.	Are any of the learners on reduced hours compared to the ordinary offer of the setting?	Y/N		
26.	There are secure arrangements around initial induction for learners.	Y/N		
27.	Learners' views are listened to and acted upon. Their wishes and opinions are always taken into account.	Y/N		
28.	Homework is provided when needed and is appropriate.	Y/N		
29.	Staff treat learners fairly and with respect.	Y/N		
30.	Learners have access to a range of activities including trips and visits.	Y/N		

Staffing				
31.	All staff have received a well-planned and structured Induction.	Y/N		
32.	Staffing levels are appropriate to meet the needs of the learners.	Y/N		
33.	Has there been a need to use agency staff and are there currently any vacancies?	Y/N		
	If so, is this manageable?	Y/N		
34.	All required DBS checks are in place for staff and volunteers.	Y/N		
	Is there a Single Central Record? Where appropriate, providers are required to have a single central record of recruitment and vetting checks covering all staff and others identified by the provider as having regular contact with children.			
35.	The AP provider holds a copy of the safeguarding policy of any commissioning school that has students placed at the setting	Y/N		
36.	Staff receive regular safeguarding training.	Y/N		
37.	Staff receive appropriate training and support to recognise and deal with the needs of the learners they work with.	Y/N		
38.	Staff are able to demonstrate detailed knowledge of the pupils they care for i.e. have read and adhere to plans.	Y/N		
39.	Staff hold relevant qualifications.	Y/N		
40.	Staff are able to demonstrate that learners make good academic progress and/or progress in personal wellbeing targets.	Y/N		
41.	Teaching observation records indicate that teaching is effective.	Y/N		
42.	Support staff are well briefed about the needs of individual learners.	Y/N		
43.	Contributions to Annual Reviews of EHCP's are made in a timely fashion.	Y/N		
Support for curriculum and learning				
44.	The AP providers ensures that learners have access to a broad and balanced curriculum.	Y/N		
45.	Qualifications studied are suitable and at an appropriate level for the learner and will lead to progression.	Y/N		
46.	Learners' progress and attainment is tracked and a system for regularly tracking learners, reading, writing and numeracy skills against national norms is in place.	Y/N		

47.	Baseline assessments are administered and evidence of academic starting points and progress made especially in English and Maths is well recorded.	Y/N		
48.	Learners have accurate, permanent record of their history and progress which can be read by the at anytime.	Y/N		
49.	CYPIC Personal Education Plans are followed and the AP setting contributes to any reviews in a timely fashion.	Y/N		
50.	The provider is focussed on enabling all learners to become independent.	Y/N		
51.	Learners are observed in the setting in teaching/mentoring interactions with staff	Y/N		
Positive behaviour support				
52.	A system for monitoring and tracking behaviour is in place that responds to the needs of the learners.	Y/N		
53.	Staff are provided with regular training to enable the management of learners' behaviour in settings, de-escalation of confrontation or potentially challenging behaviour and the avoidance of physical restraints. What training is available?	Y/N		
54.	The provider works effectively with other agencies to provide support for learners.	Y/N		
55.	Is there a rewards system in place for good behaviour and attendance? If yes, what are the rewards?	Y/N		
56.	Are there behavioural and attendance sanctions? If yes what are the sanctions?	Y/N		
Transition				
57.	Information is provided and shared to enable smooth progression to Post16 settings.	Y/N		
58.	Careers advice is provided.	Y/N		
59.	The provider encourages learners to return to mainstream/maintained education.	Y/N		
60.	The provider considers a wide variety of appropriate Work Experience placements.	Y/N		
61.	All appropriate checks of work placements are undertaken.	Y/N		
Partnerships				
62.	Governors/Directors effectively monitor policies and practices.	Y/N		

63.	The provider works closely with parents/carers, involving them in all areas of their child's learning.	Y/N		
64.	Parent/carer views are actively sought and listened to.	Y/N		
65.	The provider works in partnership with other organisations, external agencies, LAs etc.	Y/N		
66.	The provider has good partnership arrangements with employers.	Y/N		
Environment				
67.	Does the environment feel friendly and welcoming?	Y/N		
68.	Does the environment feel happy and homely?	Y/N		
69.	Placement offers value for money.	Y/N		
70.	Breakdown of funding is in place.	Y/N		
71.	Is there a good standard of accommodation / furniture / fittings and fixtures?	Y/N		
72.	The environment/space is appropriate for the needs of the learners.			
73.	Any unsafe equipment that needs replacing/ repairing.	Y/N		
74.	Any damage or outstanding repairs.	Y/N		
75.	Garden/grounds are well kept, tidy.	Y/N		
Records, policies, health and safety				
76.	An anti-bullying policy is in place.	Y/N		
77.	Are children's records stored in a central location? How long does the provider keep this information?	Y/N		
78.	How is personal information deleted?			
79.	How often are pupils personal details updated?			
80.	What are the signing in/out procedures? Do they meet the Regulatory Reform (Fire Safety) Order 2005?	Y/N Y/N		
81.	Does the provider have a written Health & Safety policy?	Y/N		

82.	Does the provider have a designated Health & Safety officer?	Y/N		
83.	Do staff receive Health & Safety training?	Y/N		
84.	Does the provider have a RIDDOR policy in place?	Y/N		
<p><i>RIDDOR - The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013, often known by the acronym RIDDOR, is a 2013 Statutory Instrument of the Parliament of the United Kingdom. It regulates the statutory obligation to report deaths, injuries, diseases and "dangerous occurrences", including near misses that take place at work or in connection with work.</i></p>				
85.	Does the provider know how to report to RIDDOR?	Y/N		
86.	Does the provider have an accident log book?	Y/N		
87.	Does the provider have an educational visits coordinator?	Y/N		
	Are day trips part of the learning?	Y/N		
	If so, what are the arrangements for keeping children safe?	Y/N		
	Does the provider have a risk assessment for onsite and offsite activities?	Y/N		
88.	Are there first aiders?	Y/N		
	Did they complete the first aid training with an accredited provider? Who delivered the training?	Y/N		
	Are there posters in the building with the named first aiders?	Y/N		
89.	Is there a first aid box?	Y/N		
	Where is the first aid box located?			
	How often is the first aid box replenished?			
90.	Is there a first aid log book?	Y/N		
	Where is the first aid log book located?			
91.	Can the staff and child(ren) demonstrate knowledge of first aid and medical assistance procedures?	Y/N		
92.	Is there a fire safety risk assessment?	Y/N		
93.	Are fire exits clearly marked, free of hazards and usable?	Y/N		
94.	Are there fire marshals?	Y/N		
	If yes, then when and where did they complete the training?			

95.	Are there regular fire drills? What is the process?	Y/N		
96.	Is there a fire log book? Where is the fire log book stored?	Y/N		
97.	Can the staff and child(ren) demonstrate knowledge of the fire drills and exits?	Y/N		
98.	Are there separate toilets for the children? Are they satisfactory?	Y/N Y/N		
99.	Is food and drink offered to students and staff? If yes, are staff food hygiene trained?	Y/N		

Supplementary questions				
100.	What information will be provided to the LA to enable monitoring of educational progress, attendance and engagement?			
101.	What notification process will apply to notify education colleagues in the commissioning school of any placement being ended by the AP provider?			
Other information to note				

Post visit checklist

Summary

--

Circulation (delete as required)			
Head of SEND		Inclusion Advisor	
SEN Manager		Head of the Specialist Teaching Team	
SENDO Team		Virtual School if CYPIC students in placement	
Outcome			
Satisfactory	Y/N	Requires escalation	Y/N
If yes, escalate to;		Inclusion Advisor and Assistant Director (Education)	
		Corporate Director (following agreement with Assistant Director)	