



Alternative Provision Policy

September 2025

The Local Governing Body of Long Field Spencer Academy approved this policy on 09.06.2025

This policy will be reviewed annually or if guidance changes.

This document consists of three parts:

Part 1 – Long Field Spencer Academy Alternative Provision Policy

Part 2 – Risk Assessment and Trust suitability checklist

Part 3 – Graduated Response to Alternative Provision

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Graduated Response Policy: Pathway Prior to Alternative Provision.....	25
This policy outlines the structured, graduated response schools must follow* before considering a referral to Alternative Provision (AP). It ensures a robust system of support is applied and evidence that all reasonable steps have been taken to meet a student's needs in mainstream education.	25
Stage 1: Universal Provision (Wave 1)	25
Deliver Quality First Teaching with adaptations and reasonable adjustments.	25
Monitor student's progress and gather informal evidence of need.	25
Discuss concern with SENCo to implement further adaptations.	25
Refer through to the inclusion/SEND department if concerns continue.	25
Stage 2: SEN Support (Assess, Plan, Do, Review)	25
Assess: Identify student needs using teacher observations, assessments, and parental input. Ensure evidence is gathered from a range of learning.	25

Plan: Co-produce a SEN Support Plan with targets and set a termly review date. Ensure student strategies/parent/carers strategies and teacher strategies are clear.	25
Do: Implement support consistently; monitor progress using clear records. Ensure all staff are trained and confident in adaptations to meet need.	25
Review: Gather evidence from teachers, child and parents and meeting to evaluate success and revise plan.	25
Stage 3: Involve External Professionals	25
SENCo advises referral to relevant services if required (e.g., SALT, CAMHS, Behaviour support, EP) with consent from parent/carers.	25
Incorporate external advice into planning and provision, consider high need funding if provision requires additional funding.	25
Hold multi-agency meetings if required, to further support the child.	26
Stage 4: Additional APDR Cycles	26
Repeat the SEN Support cycle with escalated support and reduced ratios if possible, ensure interventions are adapted if impact is not seen.	26
Consider submitting an EHCP application/apply for high needs funding – ensure the funding requested meets the provision being provided.	26
Track sustained impact or continued lack of progress despite high levels of support – use evidence to support high needs funding requests/EHCNA.	26
Stage 5: Referral to Alternative Provision	26
Convene a final review meeting with all stakeholders.	26
Prepare full documentation including APDR cycles, external reports, attendance/behaviour data, and intervention logs.	26
Submit AP referral following Spencer protocols, ensure all AP checks are completed prior to child starting.	26
Monitoring and Review	26
Policy to be monitored by the AP Lead.	26
Reviewed annually by the SLT and Governing Body.	26
In line with SEND Code of Practice, Equality Act 2010, and Trust AP Policy.	26
*One off incidents may occur where a student is directed to alternative provision where the graduated response hasn't been exhausted. Funding for this provision would need to be obtained in line with the graduated response.....	26

1. Statement of Intent

Long Field Spencer Academy strives to ensure our curriculum is inclusive and accessible, providing opportunities and support for all students to succeed; we recognise that some students will require alternative provisions to allow them to reach their potential, either in addition to or instead of the provision offered within Long Field Spencer Academy.

Alternative provision is an educational setting that allows students to continue their education in an environment that provides a curriculum more suitable for their individual needs. This policy outlines key aspects of alternative provision including: examples of reasons why alternative provision may be suggested; the referral process; and methods of reintegration, where appropriate.

2. Legal Framework

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

- Education and Inspections Act 2006
- Data Protection Act 2018
- Education Act 2002
- DfE (2025) 'Arranging Alternative Provision'
- DfE (2024) 'Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England, including student movement'
 - DfE (2025) 'Keeping children safe in education'
- DfE (2021) Promoting and supporting mental health and wellbeing in schools and colleges
- DfE (2015) 'Special educational needs and disability code of practice'
- DfE (2015) 'Supporting students at school with medical conditions'

This policy operates in conjunction with the following policies:

- Behaviour Policy
- Attendance Policy
- Safeguarding and Child Protection Policy
- Health and Safety Policy
- SEND Policy
- Equality

3. Definition

For the purposes of this guidance, the definition of alternative provision is as follows: education arranged by local authorities for children 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 children on a suspension (fixed period exclusion); and for children being directed by schools to off-site provision to receive education intended to improve their behaviour. (Arranging Alternative Provision, 2025, page 4)

4. Purpose of Alternative Provision

At Long Field Spencer Academy we recognise that all students are individuals with different strengths and needs, and that mainstream education is not always suitable for everyone.

Alternative provision can support students in continuing to receive a high-quality education whilst their needs are being met and offers an alternative curriculum provision in order to support students' wider development.

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At Long Field Spencer Academy we may arrange alternative provision for students for a variety of reasons including, but not limited to, the following:

- To support the inclusion and education of students who have had one or more suspension, or who are at risk of permanent exclusion.
- To ensure students are offered a variety of curriculum provisions as a way of supporting their wider development and equip them with skills and experience that will benefit them later in life, which may not be readily available at the academy.
- To further personalise the curriculum for some students, to support identified needs.
- To meet the needs of students who struggle to meet the academic and social demands of mainstream education expectations.
- To meet the needs of students who because of illness or other reasons, including social, emotional and mental health (SEMH) needs, would not access and appropriate curriculum at the academy.

Once an alternative provision placement has been agreed, the length of time a student

spends there will be dependent on what best supports their needs, ensuring the placement remains appropriate, with regular monitoring of their progress and attendance. Alternative provision can benefit students in different ways depending on their individual circumstances, including the following:

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

Alternative provision will differ from one student to another dependent on their needs, however, the providers commissioned by the academy aim to:

- be suited to individual students' capabilities and identify their specific personal, social and academic needs in order to help them overcome any barriers in accessing their potential;
- achieve good academic attainment at least on a par with mainstream academies and deliver appropriate accreditation and qualifications;
- improve student motivation, self-confidence, attendance and engagement with education;
- provide clearly defined objectives to the academy and student, including the next steps following the placement such as reintegration into mainstream education or supporting appropriate secondary/post-16/post-18 applications.

5. Suitability of Providers

Long Field Spencer Academy commissions a range of alternative provision providers, depending on the needs of the students and has procedures in place to ensure students make good progress whilst at the provision, as outlined in the 'monitoring academic progress, behaviour and welfare' section of this policy. All academies within the Trust will complete the Spencer Academy Trust Suitability checklist (appendix 2) when commissioning alternative provision.

The suitability of the providers of alternative provision commissioned or decided by an academy will be reviewed half termly, in line with KCSIE 2025, to ensure they continue to offer the best path for the students, and they remain a suitable provider.

The Principal, supported by the Designated Safeguarding Lead (DSL), will ensure all providers to the academy and appropriate and that they have relevant policies in place to

cover safeguarding and health and safety, *** Spencer Academy will obtain written confirmation that safeguarding checks have been completed by the provider (KCSIE2025) copies of these will be stored whilst the provision is commissioned. This will be in the form of a letter of assurance and will be stored on Every as part of the SCR. The Principal, supported by the DSL, will obtain safeguarding staff information from the alternative provision, including name, email address and telephone number.

6. Planning for Alternative Provision

At Long Field Spencer Academy we will strive to encourage all students to access high quality education and obtain the best possible outcomes. We will focus on the early assessment and identification of a student's needs, including any SEND or SEMH need, and will work in collaboration with partner agencies, such as: children's social care; educational psychologists; local authority education support services; children and young people's mental health services; and wider health services to support the student to engage in their education.

When the graduated response to alternative provision (appendix 3) has been exhausted* and the student has not increased engagement in their education or improvements with their welfare of behaviour, the Principal in collaboration with other members of staff such as the SENCO/AP Lead/DSL and parents/carers will consider if student should be directed to alternative provision.

If the decision is made that a student is to be directed to alternative provision, the academy will ensure that a personalise plan is developed in collaboration with the student and their parent/carer, setting clear objectives for improvements and attainment, timeframes, arrangements for assessment and monitoring progress, and a baseline of their current position against which to measure.

Personalised plans will be linked to other relevant information, such as Education Health and Care Plans. Full records of all alternative provision placements will be maintained, including information on the student's progress, achievement and destinations following their placement, as well as the student's own assessment of their placement.

7. Roles and Responsibilities

7.1 Local Authority (LA)

The Local Authority is responsible for.

- Arranging suitable full-time education for students who have been permanently

excluded from an academy, as outlined in the 'arranging provision for permanently excluded students' section of this policy.

- Arranging suitable full-time education for students who would not receive suitable education without alternative provision, e.g. because of illness.
- Schools, local authorities, health professionals, commissioners and other support services should work together to ensure that children with medical conditions receive a full education. In some cases this will require flexibility and involve, for example, programmes of study that rely on part-time attendance at school in combination with alternative provision arranged by the local authority. Consideration may also be given to how children will be reintegrated back into school after periods of absence. (Supporting students at school with medical conditions 2015, page 7).

7.2 Spencer Academies Trust

The Trust will be responsible for.

- Monitoring and reviewing the implementation of this policy.
- Providing appropriate challenge, support and accountability to ensure Long Field Spencer Academy implements this policy effectively.

7.3 The Principal

The Principal will be responsible for.

- Taking overall responsibility of the academy's use of alternative provision and the implementation of this policy.
- Ensuring an appropriate member of the SLT will lead on Alternative Provision.
- Arranging appropriate full-time education for students who receive a suspension of more than five academy days, as outlined in the 'arranging provision for suspended students' section of this policy.
- Providing timely and accurate information to the Director of Inclusion relating to all Alternative Provision.
- Reporting on the effectiveness of the implementation of this policy to the Trust.
- Establishing the budget for alternative provision and managing it effectively.

7.4 Alternative Provision Lead (as delegated by Principal)

The Alternative Provision Lead will be responsible for.

- Completing the AP risk assessment, Appendix 1, prior to any placement commencing.
- Reviewing the AP risk assessment to ensure suitability of provision, in liaison with the Principal and DSL.
- Continually assessing the quality and suitability of providers of alternative education.
- Liaising with the relevant members of staff, e.g. the DSL and SENCO, to ensure that the appropriate measures are in place to support students in alternative provision.
- Undertaking visits to the alternative provision sites, each half term (KCSIE 2025) and as requested by the SLT, to review the progress of relevant students.
- Notifying parent/carers as early as possible when the academy is considering directing their child to alternative provision, as outlined in the notifying parent/carers section of this policy.
- Sharing the relevant information with the chosen alternative provision provider to facilitate the transition from the academy to the provider (including safeguarding, attainment, SEND and medical information).
- Deciding on an appropriate course of action, in conjunction with the SLT and Principal, if informed by a provider of any serious behavioural incidents involving the academy's students.
- Assisting in the identification of students with additional needs and developing appropriate support plans for these students alongside the SENCO.
 - Assisting in the development of reintegration plans for students.
- Coordinating with the provider to make arrangements for students who are required to sit public examinations.
- Liaising with the alternative provision to ensure there is a robust system in place for tracking student progress.

7.5 Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead will be responsible for.

- Working with the Principal to ensure that the alternative education providers used by the academy are appropriate, completing the External Alternative Provision Safeguarding and Suitability Checklist (appendix 2) alongside the AP lead; obtaining and checking relevant policies, to cover safeguarding, child protection, and health and safety.

- Working with the Principal to ensure that all adults at the provision are cleared to work with students and obtaining written confirmation e.g. they have the relevant DBS checks.
- Ensuring that all alternative providers receive and adhere to the academy's Child Protection and Safeguarding Policy.
- Liaising with the alternative provision where students have a social worker, to ensure that they have the necessary information to meet their needs. This includes providing contact details for social workers and the Virtual School for Looked After Children.
- Sharing safeguarding and child protection information with the provider in a suitable format.

7.6 Attendance Lead

The attendance lead will be responsible for.

- Monitoring the attendance of students referred to alternative provision and updating the academy's records on a weekly basis.
- Providing attendance updates to the alternative provision lead on a weekly basis, vulnerable students will be provided daily to the DSL.
- Establish communication with the alternative provider to ensure absences are communicated daily, informing the AP Lead/DSL as appropriate.
- Ensuring that any unauthorised periods of absence are followed up, including making home visits where necessary.

7.7 SENCO

The SENCO will be responsible for;

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

alternative provision, with the information gathered from the AP.

- Maintaining contact with the LA caseworker (where a student has an EHCP)
- Ensuring appropriate funding is in place to support the AP placement for students with an EHCP.
- Applying for appropriate funding with the AP lead, if deemed necessary.

8. Referral process

Long Field Spencer Academy will work in conjunction with the LA and alternative provision providers to follow the appropriate procedures for referring and admitting students to alternative provision.

Once the decision is made, in collaboration with members of staff and the parents/carers, that a student is to be directed to alternative provision, the academy will ensure that all stakeholders are clear in relation to the reasons alternative provision is being sought.

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

Responsibilities for supporting the student and timescales for reviewing the alternative provision agreement will be made during the initial meeting. Parent/carers of the student will be fully involved in the referral process and views sought when decisions are made to refer their child to alternative provision.

Prior to the student commencing a placement, the alternative provision risk assessment, suitability and safeguarding check must be completed, obtaining all necessary documentation.

The following KCSIE 2025 guidance must be adhered to, with alternative provisions reminded of their duty:

- Obtain written confirmation that safeguarding checks have been completed by the provider.
- Provider must notify the academy of any staff changes or risks.
- Keep accurate records of where the child is, including all sites attended.
- Review placements at least every half term to ensure safety and suitability.
- Immediate review or end placements if safeguarding concerns arise.

Once a child has been directed to alternative provision and a placement agreed, the

student must attend any on or off-site provision. Failure to attend the provision will carry the same consequences as non-attendance at the academy, as outlined in the Attendance Policy.

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

A student referred to alternative provision may be dual registered from the day the provision commences if a registered provider, if unregistered, due diligence will have occurred and the student will be B coded when in attendance.

9. Students with Additional Needs

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

The academy will always ensure there has been an accurate assessment of a student's needs in order

to ensure that a suitable alternative provision is put in place and that the alternative provision is able to support the student's individual needs.

10. Notifying Parent/Carers

Where the academy directs a student to alternative provision, their parent/carers will be notified in writing. Notification will be sent as soon as it is practical and no later than two days before the placement is due to begin.

The notification letter will explain the purpose of the alternative provision and the reason the student has been referred to this provision. This will have been discussed in the meeting with stakeholders.

The notification letter will:

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

11. Communication with Providers

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

The academy will maintain ongoing weekly contact with the provider and views will be sought from the student each half term to exchange relevant information, monitor progress and provide pastoral support.

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

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

12. Monitoring Academic Progress, Behaviour and Welfare

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

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

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

The alternative provision lead, or another suitable member of staff, will visit students placed in alternative provision at appropriate intervals, at least once half termly.

If a serious behaviour incident occurs whilst a student is in alternative provision, the provider will contact the AP Lead immediately.

Students who are not making satisfactory progress at their placement will undergo a

formal review meeting, which will be attended by academy staff, including the alternative provision lead, student, their parent/carers and the provider.

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

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

13. Monitoring Attendance

Long Field Spencer Academy recognises that, for alternative provision to benefit students, they must attend the provision. Therefore, the academy will monitor the attendance of all students in alternative provision.

Providers are required to contact the academy whenever a student placed there is absent, on the day.

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

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

Students whose attendance falls below the academy's target will be subject to interventions as per the Attendance Policy.

14. Reintegration

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

The AP Lead (or other relevant members of staff) will arrange a meeting with the alternative provision setting to develop the reintegration plan.

Before reintegration, the AP Lead will obtain a final report on the student's achievements during the placement. This includes, academic attainment and progress,

attendance records and evidence of a change in behaviour, where appropriate.

The AP Lead will also gain the student and parent/carer's views to assess their thoughts upon the success of the placement.

Upon collating the final report, the AP Lead will implement a reintegration plan based upon the student's needs. This may include setting specific targets for the student to achieve during reintegration, e.g. behaviour or attendance.

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

Long Field Spencer Academy are committed to ensuring this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies.

15. Appendix 1 Risk Assessment For Alternative Provision

Name of school:

Assessment conducted by:	Job title:	Date of assessment:
Review interval:	Date of next review:	Signed:

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

Risk	Risk rating prior to action H/M/L	Recommended controls	In place? yes/no	Checked by whom?	Risk rating following action H/M/L
The provider is unregistered and therefore has not been checked by OFSTED.		- The registration status of each provider is carefully checked. - Alternative provision that contravenes the regulations about registration is not used. - Additional risk assessment needed if unregistered provider required to be used.			
There are no agreed expectations of the placement.		- The academy is clear about its expectations and responsibilities, and ensures the provider is aware of these. - The academy works with the provider prior to any students' placements, regarding the accurate and appropriate assessment of each student.			
Staff at the provision have not been vetted in line with Trust Policy.		- Staff at the registered alternative provision are checked to ensure they have the appropriate checks, for example, DBS checks. - The providers have a single central record in place. - A confirmation letter is obtained from the provider prior to the commencement of the placement.			
The provision does not follow the National Curriculum/ syllabus. There is no planned approach to careers education.		- The quality of teaching and learning at the alternative provision, and the impact of this on students' progress towards the qualifications they are studying towards, are systematically evaluated. - The impact of alternative provision on students' employability skills are tracked and evaluated. - Academic progress made by students who attend alternative provision is systematically evaluated. - The provision has a strong focus on literacy and numeracy development.			

		• All courses provided lead to accredited qualifications. • The academy takes full responsibility for ensuring that the provision offers high-quality education and is suitable for students' individual needs.			
The curriculum is not broad and balanced and does not promote basic skills in Maths and English.		• The academy visits the students at their provision regularly and frequently to ensure their wellbeing and progress. • Support is in place to ensure that students who miss part of the curriculum due to their part-time provision receive adequate support and the chance to catch up. • A work experience coordinator arranges appropriate careers guidance and extended work placements as needed. • Students in alternative provision are taught a well-balanced academic and vocational curriculum that is adapted to suit their abilities.			
Students make no social progress whilst in the provision		• Social progress made by students who attend alternative provision is systematically evaluated. • A member of staff from within the AP has been identified who will have ongoing contact with the students, provider, and parents.			
Student makes no personal progress whilst in the provision		• Personal progress made by students who attend alternative provision is systematically evaluated by the academy. • Visits to students at their provision are organised prior to the commencement of the placement and are set up regularly and frequently to monitor their wellbeing and progress.			
Safeguarding arrangements are not effective		• The academy ensures the provider has a good understanding of child protection procedures, is alert to any concerns that may arise and understands what to do if this occurs. • The provider receives full copies of the academy's child protection policies, including policies surrounding e-safety and social media. • All ICT equipment has the appropriate firewalls or filters installed. • The names and contact details of those responsible for safeguarding			

		are given to the provider. • The name and contact details for the DSL at the provision are obtained by the academy. • Information about the student's CP status and social worker contact details (where appropriate) have been shared with the provider. • Safeguarding information is shared with contacts for the provision.			
There are no intended outcomes for the provision.		• The academy ensures the initial referral form is completed with the appropriate level of detail to inform the provider. • Providers are made aware of Students' career aspirations and the need to engage students actively. • The academy ensures there is a clear reason for referral, the aims of the placement, the period in which the student will attend the placement, the date and time the placement will start, as well details of the session times.			
The academy does not maintain accurate records of attendance and/or attainment data		• Regular discussions are held between the school, provider, students and parents, in advance of the placement and throughout. • Providers report daily on the attendance of students, and at least half termly on students' progress.			
Facilities at the provision are not fit for purpose/ comparable to the academy.		• The accommodation and facilities used by alternative providers are fit for purpose and have been visited by academy staff prior to the commencement of the placement. • Regular visits made to ensure provision maintains suitability.			
The provider does not have due regard for the health and safety of students.		• The academy frequently checks that health and safety is a high priority. • The academy ensures health and safety risks are taught to students by the provider. • The provision provides all students with the relevant safety equipment, ensuring the correct use is taught and monitors the use of this			

		equipment. • The academy ensures fire alarms are regularly tested at the provision and that staff are trained in fire prevention measures, date of the last fire alarm is requested. • The academy ensures the provision is familiar with The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013. • The provider ensures there are arrangements for access to a qualified first aider			
The provision is not suitable for student needs and could be suspended or excluded.		• Students are taught a well-balanced academic and vocational curriculum that is adapted to suit their needs. • There is a strong focus on careers education, RE and personal development. • There is a clear behaviour policy in place and the academy have a copy of this for their records. • There is a clear SEND policy in place, outlining provision and the academy have a copy of this for their records.			
The student/ staff will not be covered in the event of an incident.		• The academy ensures an appropriate, and up-to-date, insurance policy is in place at the alternative provision.			
The student will not be able to attend the provision.		• The academy ensures that appropriate transport has been arranged and that parents/ carers are aware of the arrangements. • The academy will provide taxis to and from the provision if walking isn't possible. (funding to be taken into consideration for this)			

The student will not have any food during the provision.		• The academy ensures that providers are aware of students eligible for free school meals and makes arrangements for them. • Lunchtime arrangements for students who are not eligible are confirmed with the provision and parent/carer.			
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16. Appendix 2 External Alternative Provision Safeguarding and Suitability Checklist

External Alternative Provision Safeguarding and Suitability Checklist

AP Provider:		Date of Visit:	
Audit completed by:			
Students attending at time of visit:			

Safeguarding & Commissioning checks			
Action	Evidence (what/where?)	Concerns	Further action(s)
The provider has appropriate registration status			
Written confirmation of safeguarding checks that have been completed by the provider.			
Ofsted judgement of safeguarding at last inspection (if there is no Ofsted report, it is likely the AP isn't registered)			
The provider has been recommended by the Local Authority			
Providers have been given information in writing about the school's expectations for child			

protection and procedures they should follow if they have a concern about a student			
Providers have been given information in writing about how the school should be informed of attendance and agree the subsequent follow up of attendance.			
Provider keeps and shares accurate records of where the child is, including all sties attended.			
What outside agencies does the AP work with? (eg social care, Ed Psych, CAMHS, YOT, drug support services)			
Provider to notify the school of any staff changes or risks.			
Policies and procedures (The following have been checked):			
Behaviour policy including sanctions in event of student misbehaviour			
Curriculum plans, schemes of work and student assessment procedures. With particular focus on Personal Development curriculum.			
Policy and procedure in place for			

SRE delivery.			
Safeguarding policy and procedures are all fit for purpose.			
Who are the named DSLs on site?			
What safeguarding training have AP staff had?			
Letter/written confirmation that all the pre-appointment checks for staff at provider have been completed (safer recruitment)			
Qualifications and experience of staff			
Anti-bullying policy			
Health and safety policy and procedures			
Complaints procedure			
Site facility has been checked and are fit for purpose			
Fire risk assessment and procedures			
Quality Checks			
How did Ofsted judge the quality of education in the last report?			
Provider has clear purpose with focus on education and achievement as well as meeting			

students needs and rigorous assessment of progress			
Provider offers appropriate and challenging teaching in English, Maths and science (including IT)			
Provider is suited to the student's capabilities, gives students opportunity to take appropriate qualifications and involve suitably qualified staff who can help students make excellent progress			
Provider has good arrangements for working with other relevant services (e.g. social care, education psychology, youth offending teams etc)			
What did you see on your learning walk? • Student engagement/enjoyment? • Student behavior? • Pastoral support? • Quality of teaching? • Adult-student interaction • SEND students needs being met? • Students challenged/making			

progress?			
Transition Process & Procedures			
What are the induction arrangements? Are taster sessions offered?			
How does the AP engage with parents through the induction process?			
How does the AP reintegrate students back into mainstream education?			
How does the AP determine whether a student is ready to be reintegrated into mainstream education?			
Communication & Information Sharing			
How does the AP track attendance? What are their most up to date attendance figures?			
What are the procedures for AP to inform home school that a student is absent?			
How do we share concerns about our student? Learning/behavior/safeguarding ?			
How will the AP keep us informed about students			

progress?			
How does the AP communicate with parents?			
What are the APs complaints procedures and where can they be found?			
Placements reviewed with stakeholders at least every half term to ensure safety and suitability.			

Is the AP suitable for use?

Look at any concerns and further actions that the audit has revealed to decide if it's the right provision for use by your students.

	Reasons for Answer
Yes	
No	

Signed:	
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17. Appendix 3 Graduated Response to Alternative Provision

Graduated Response Policy: Pathway Prior to Alternative Provision

This policy outlines the structured, graduated response schools must follow* before considering a referral to Alternative Provision (AP). It ensures a robust system of support is applied and evidence that all reasonable steps have been taken to meet a student's needs in mainstream education.

Stage 1: Universal Provision (Wave 1)

- Deliver Quality First Teaching with adaptations and reasonable adjustments.
- Monitor student's progress and gather informal evidence of need.
- Discuss concern with SENCo to implement further adaptations.
- Refer through to the inclusion/SEND department if concerns continue.

Stage 2: SEN Support (Assess, Plan, Do, Review)

- Assess: Identify student needs using teacher observations, assessments, and parental input. Ensure evidence is gathered from a range of learning.
- Plan: Co-produce a SEN Support Plan with targets and set a termly review date. Ensure student strategies/parent/carer strategies and teacher strategies are clear.
- Do: Implement support consistently; monitor progress using clear records. Ensure all staff are trained and confident in adaptations to meet need.
- Review: Gather evidence from teachers, child and parents and meeting to evaluate success and revise plan.

Stage 3: Involve External Professionals

- SENCo advises referral to relevant services if required (e.g., SALT, CAMHS, Behaviour support, EP) with consent from parent/carer.
- Incorporate external advice into planning and provision, consider high need funding if provision requires additional funding.

- Hold multi-agency meetings if required, to further support the child.

Stage 4: Additional APDR Cycles

- Repeat the SEN Support cycle with escalated support and reduced ratios if possible, ensure interventions are adapted if impact is not seen.
- Consider submitting an EHCP application/apply for high needs funding – ensure the funding requested meets the provision being provided.
- Track sustained impact or continued lack of progress despite high levels of support – use evidence to support high needs funding requests/EHCNA.

Stage 5: Referral to Alternative Provision

- Convene a final review meeting with all stakeholders.
- Prepare full documentation including APDR cycles, external reports, attendance/behaviour data, and intervention logs.
- Submit AP referral following Spencer protocols, ensure all AP checks are completed prior to child starting.

Monitoring and Review

- Policy to be monitored by the AP Lead.
- Reviewed annually by the SLT and Governing Body.
- In line with SEND Code of Practice, Equality Act 2010, and Trust AP Policy.

*One off incidents may occur where a student is directed to alternative provision where the graduated response hasn't been exhausted. Funding for this provision would need to be obtained in line with the graduated response