The Chantry School

ALTERNATIVE PROVISION POLICY

Approved by:	FGB	**Date: September 2026**
Last reviewed on:	September 2026	
Next review due by:	July 2027, or earlier following statutory or local changes	

Policy document

THE CHANTRY SCHOOL

Contents

Purpose and scope 2
Objectives 2
Legal and statutory framework 3
Definitions 4
Principles 4
Roles and responsibilities 5
Early intervention and referral 6
Decision-making and approval 6
Provider selection and due diligence 7
Individual placement planning and induction 8
Safeguarding and information sharing 8
Attendance and children missing education 9
SEND, medical needs and vulnerable pupils 9
Curriculum, teaching and quality of education 10
Behaviour, reasonable adjustments and restrictive intervention 10
Monitoring, review and quality assurance 11
Reintegration, transition and ending placements 11
Equality, inclusion and disproportionality 12
Records, data protection and confidentiality 12
Complaints, concerns and escalation 12
Governance reporting and policy review 12
Appendix 1: Alternative Provision Referral and Approval Form 13
Appendix 2: Provider Due Diligence and National Standards Checklist 14
Appendix 3: Individual Alternative Provision Agreement 15
Appendix 4: Six-Weekly Placement Review 16
Appendix 5: Site Monitoring Visit Record 16
Appendix 6: Alternative Provision Tracker – Required Fields 17
Linked school policies 17

1 Purpose and scope

This policy sets out The Chantry School's approach to arranging, commissioning, overseeing and reviewing alternative provision for pupils who remain on the school roll. It applies to registered and non-school alternative provision, including face-to-face, vocational, therapeutic, online, community-based and blended packages.

The school remains accountable for the suitability, safety, educational quality and impact of any provision it commissions. Inclusion on a local authority directory, registration with another body or an external quality assurance decision does not remove the school's responsibility to undertake its own due diligence and to determine whether the provision is suitable for the individual pupil.

Alternative Provision at The Chantry School

At The Chantry School, we are committed to providing an inclusive education in which every pupil is supported to belong, thrive and achieve. High-quality adaptive teaching, strong pastoral support and early intervention form the foundation of our approach, and we are committed to meeting pupils' needs within our mainstream provision wherever possible.

Alternative provision is therefore considered as part of a graduated continuum of support rather than a separate pathway. Before an external placement is considered, pupils will normally have accessed appropriate interventions through the school's inclusive practice, which may include adaptive teaching, support from **The Hub**, the **Learning Support Unit (LSU)**, targeted pastoral intervention, outreach support, attendance and wellbeing strategies, SEND provision, and multi-agency working where appropriate.

Where an alternative provision placement is required, it will provide a personalised programme that complements the pupil's education, supports their individual strengths and needs, and enables them to continue making academic, personal and social progress. Placements are intended to build confidence, improve engagement, develop independence and prepare pupils for successful reintegration into mainstream education or progression to appropriate post-16 education, training or employment.

The Chantry School works within **Worcestershire County Council's strategic framework for Alternative Provision**, using local quality assurance arrangements alongside the school's own rigorous commissioning, monitoring and review processes to ensure that every placement is safe, suitable and effective.

Core expectation

Alternative provision is not a destination of lower expectation. Pupils remain entitled to suitable, safe and ambitious education, appropriate support, regular contact with their school and a clear plan for reintegration, transition or progression.

2 Objectives

The objectives of this policy are to:

- Ensure that every pupil accessing alternative provision receives a safe, ambitious and high-quality education that meets their individual needs.
- Ensure that decisions to commission alternative provision are made in the best interests of the pupil, are evidence-informed, proportionate and compliant with statutory guidance.
- Promote early identification, inclusive practice and effective intervention so that alternative provision is used only where it represents the most appropriate educational response.
- Provide a clear framework for the referral, commissioning, approval, monitoring and review of alternative provision placements.
- Ensure that all providers meet the school's expectations for safeguarding, curriculum quality, attendance, health and safety, and pupil welfare through robust due diligence and quality assurance.
- Clarify the roles and responsibilities of governors, school leaders, staff, parents, carers and providers in supporting pupils accessing alternative provision.
- Ensure that pupils attending alternative provision continue to receive appropriate academic challenge, pastoral support, safeguarding oversight and opportunities for personal development.
- Promote effective communication and partnership working between the school, pupils, parents, carers, providers and external agencies.
- Monitor attendance, engagement, progress, behaviour and wellbeing rigorously so that placements remain appropriate, effective and focused on positive outcomes.
- Support successful reintegration into mainstream education, transition to specialist provision, or progression to appropriate post-16 education, employment or training.
- Ensure that all decisions and practices promote equality, inclusion and high aspirations, and do not contribute to off-rolling or discriminatory practice.
- Enable governors and leaders to evaluate the effectiveness, impact and value for money of alternative provision through regular monitoring and review.

3 Legal and statutory framework

This policy has regard to current legislation, statutory guidance and national standards, including:

- Education Act 1996, including section 19
- Education and Inspections Act 2006
- Children and Families Act 2014
- Equality Act 2010
- Data Protection Act 2018 and UK GDPR
- School Attendance (Pupil Registration) (England) Regulations 2024
- Keeping Children Safe in Education 2026
- Working Together to Safeguard Children 2026
- Arranging Alternative Provision: A Guide for Local Authorities and Schools, updated February 2025
- Non-school Alternative Provision: Voluntary National Standards, August 2025
- Working Together to Improve School Attendance
- Suspension and Permanent Exclusion Statutory Guidance
- Education for Children with Health Needs Who Cannot Attend School
- SEND Code of Practice: 0 to 25 years
- Supporting Pupils at School with Medical Conditions
- Careers guidance and access for education and training providers.

The voluntary national standards currently apply to non-school alternative provision. Worcestershire County Council uses National Standards audits when quality assuring providers for its directory. The school will use the standards as a commissioning and monitoring benchmark for all relevant non-school provision.

4 Definitions

4.1 Alternative provision

Alternative provision is education arranged by a school or local authority for a pupil who, because of exclusion, illness or other reasons, would not otherwise receive suitable education, or education arranged off-site to improve behaviour. It may be part-time or full-time and may form one element of a blended package.

4.2 Registered and non-school provision

Registered provision includes schools, academies, pupil referral units, registered independent schools and other regulated settings. Non-school alternative provision, sometimes described as unregistered provision, is provision that is not required to register as a school and is not subject to a national inspection framework.

4.3 Registration threshold

A setting that provides full-time education for five or more pupils of compulsory school age, or for one or more such pupils with an Education, Health and Care Plan or who is looked after by a local authority, may be required to register as an independent school. The school will not commission a setting that appears to be operating unlawfully and will report concerns through the appropriate route.

4.4 Distinctions

Alternative provision is distinct from elective home education and from education otherwise than at school arranged under section 61 of the Children and Families Act 2014. It must not be used as an informal means of removing a pupil from the school roll or as a substitute for securing appropriate special educational provision.

5 Principles

Early Identification and Inclusive Practice

The Chantry School believes that the most effective alternative provision is the placement that never becomes necessary. Staff will identify emerging barriers to learning at the earliest opportunity through attendance, behaviour, wellbeing, safeguarding, SEND, curriculum engagement and pastoral information. Appropriate intervention through adaptive teaching, The Hub, the Learning Support Unit (LSU), Early Identification Forms (EIF), multi-agency working and targeted support will always be considered before alternative provision is commissioned, unless an immediate placement is required to meet safeguarding, medical or legal responsibilities.

The following principles underpin all decisions relating to alternative provision:

- The pupil's best interests, safety, needs, strengths, views and aspirations will be central to decisions.
- Alternative provision will be used only where it is necessary, proportionate and more suitable than the school's available offer.

- Early intervention, reasonable adjustments and the graduated response will normally be evidenced before referral.
- Parents or carers and the pupil will be meaningfully consulted before a placement begins and throughout its review.
- Placements will have clear aims, measurable outcomes, a planned duration and an intended destination.
- The curriculum will be suitable, ambitious and connected to the pupil's wider education and future progression.
- Safeguarding, attendance, wellbeing, behaviour and learning will be monitored with the same seriousness as for pupils educated on site.
- Placements will be reviewed at least every six weeks and sooner where risk, absence or lack of progress requires it.
- Reintegration, transition or progression will be planned from the outset.
- The school will challenge any practice that may amount to off-rolling, informal exclusion or discriminatory decision-making.

6 Roles and responsibilities

Role	Key responsibilities
Governing Body / Trust	Provides strategic oversight; assures itself that legal, safeguarding and commissioning duties are met; receives anonymised reports on use, attendance, outcomes, incidents, costs and equality; challenges long placements, poor outcomes and any risk of off-rolling.
Headteacher	Retains overall accountability; approves placements or formally delegates approval; ensures sufficient capacity for oversight; escalates significant concerns to the Trust, local authority or safeguarding partners.
Senior Leader responsible for AP (Sam Blunt)	Coordinates referrals and approvals; maintains the AP register and provider files; ensures agreements, visits and reviews take place; reports half termly to SLT and termly to governors.
Designated Safeguarding Lead (Jon Hill)	Approves safeguarding arrangements; ensures relevant information is shared; liaises with the provider's safeguarding lead; leads or coordinates referrals and responds to allegations, incidents and emerging risk.
SENCO	Ensures SEND needs, reasonable adjustments and EHCP provision are considered and monitored; liaises with the local authority and contributes to review and transition planning.
Designated Teacher for CLA/PLAC (Ruth Robinson)	Ensures PEP and Virtual School arrangements are reflected and that education, attendance, wellbeing and progress are monitored.
Senior Attendance Champion / Attendance Team (Sam Blunt)	Ensures accurate coding and prompt daily information; follows up absence; includes AP pupils in attendance analysis, support and escalation.

Careers Leader (Mel Palmer)	Ensures access to impartial careers guidance, provider access and planned post-16 transition.
Provider	Delivers the agreed provision safely and competently; records attendance each session; reports safeguarding, behaviour and health and safety concerns promptly; assesses progress and contributes to reviews.
Parent or carer and pupil	Contribute to planning and review; share relevant information; support attendance and engagement; raise concerns promptly.

7 Early intervention and referral

Before referral, the school will normally evidence a graduated and preventative response. This may include adaptive teaching, pastoral support, attendance support, SEND assessment, reasonable adjustments, medical advice, multi-agency work and targeted intervention.

At The Chantry School, alternative provision is not regarded as an early intervention in itself but as one element of a graduated response to meeting pupils' needs. Decisions are informed by a thorough assessment of the pupil's strengths, barriers and aspirations and by evidence of the support already provided within school. This will normally include adaptive teaching, intervention through **The Hub** or **Learning Support Unit (LSU)**, pastoral and attendance support, SEND provision, outreach work, and, where appropriate, involvement from external agencies. Alternative provision will only be commissioned where leaders are satisfied that it represents the most appropriate educational provision for the individual pupil and is likely to secure better outcomes than can reasonably be achieved through the school's existing provision.

A referral must record:

- the reason AP is being considered and the legal or educational basis for the arrangement
- support already provided, its duration and impact
- the pupil's views, parent or carer views and relevant professional advice
- strengths, needs, risks, protected characteristics and reasonable adjustments
- attendance, behaviour, attainment and curriculum information
- the intended outcomes, duration and destination
- why the proposed provision is suitable and represents appropriate use of resources

Where a pupil has an EHCP, is looked after, has a social worker, has significant medical needs or is subject to safeguarding plans, the relevant statutory professionals must be involved before placement wherever practicable.

9 Decision-making and approval

The Headteacher, or a formally delegated senior leader, will approve every placement. Approval will not be given until the provider due diligence, pupil risk assessment and individual

placement agreement are complete, except in a genuine emergency where interim arrangements are recorded and completed without delay.

The decision will consider:suitability for the pupil; quality and breadth of education; safeguarding; health and safety; staffing; attendance processes; accessibility and reasonable adjustments; transport; registration status; value for money; and the intended review and exit plan.

A placement will not be commissioned solely because there is no readily available specialist place or because the pupil is difficult to accommodate within normal school systems.

10 Provider selection and due diligence

10.1 Worcestershire directories and audits

The school will normally use providers listed on Worcestershire County Council's registered or non-school alternative provision directories. Providers on the non-school directory are quality assured by the local authority using National Standards audits. The school will nevertheless complete and retain its own suitability, safeguarding, monitoring and educational quality checks, including pupil progress reports.

10.2 Minimum pre-commissioning checks

- legal identity, ownership, address, contact details and all delivery locations
- registration status and whether the provider may be operating as an unregistered independent school
- current local authority National Standards audit outcome, where applicable
- Ofsted or other regulatory information, where applicable
- public and employers' liability insurance and relevant vehicle/business-use insurance
- safeguarding and child protection arrangements, including a named safeguarding lead and deputy where possible
- written confirmation of appropriate recruitment, DBS, barred-list, prohibition, identity, right-to-work and qualification checks
- single central record arrangements
- staff competence, qualifications, supervision and ratios
- health and safety, fire, first aid, medicines, accident reporting and risk assessment arrangements
- attendance registration and absence escalation arrangements
- behaviour, anti-bullying, reasonable force, restrictive intervention and complaints arrangements
- online safety, filtering and monitoring where technology or remote provision is used
- curriculum plans, teaching arrangements, qualifications, assessment and progress reporting
- site security, visitor procedures, shared-site, home, community and public-space risks
- transport and arrival/departure arrangements
- data protection and secure information-sharing
- subcontracting, satellite-site and staffing-change controls
- financial stability, costs, cancellation and termination arrangements

No automatic approval

A provider's inclusion on a directory or previous use by the school does not automatically establish suitability for a new pupil. Due diligence must be refreshed annually, following significant change, and whenever concerns arise.

11 Individual placement planning and induction

Every placement will have a written Individual Alternative Provision Agreement before it begins. It will be shared with the pupil, parent or carer, provider and relevant school staff.

- purpose and legal basis of the placement
- start date, intended end date and review dates
- days, times, locations and transport arrangements
- named contacts and emergency contacts
- curriculum, qualifications, accreditation and expected learning outcomes
- baseline information and measurable targets for attendance, learning, behaviour, wellbeing and personal development
- SEND provision, reasonable adjustments, healthcare and risk-management arrangements
- safeguarding responsibilities and who will take forward external referrals
- attendance reporting and absence follow-up responsibilities
- behaviour expectations and significant incident reporting
- communication, work sharing and progress reporting
- reintegration, transition or post-16 plan
- data sharing, costs, cancellation and termination arrangements

The provider must operate an induction process so that the pupil understands the purpose of the placement, timetable, learning expectations, safeguarding contacts, health and safety arrangements, behaviour expectations and how to raise a concern or complaint.

12 Safeguarding and information sharing

When the school places a pupil in alternative provision, it continues to be responsible for safeguarding that pupil. Written confirmation of appropriate staff checks will be obtained even where the provider has been quality assured by the local authority.

Before the placement begins, the school will share information that is necessary and proportionate to keep the pupil and others safe and to meet needs. This may include:

- current and historic safeguarding concerns and plans
- social worker, early help, CLA/PLAC and Virtual School information
- SEND, EHCP, communication and sensory needs
- healthcare plans, allergies, medication and emergency action
- attendance history, missing episodes and exploitation risks
- behaviour, positive handling and individual risk assessments
- online safety, transport, prohibited contact and contextual risks
- emergency contacts and professionals involved

The agreement will specify whether the provider or school will take forward safeguarding referrals. Either arrangement may be appropriate, but responsibility must be explicit, recorded and reviewed. The school's DSL must be informed immediately of every safeguarding concern and kept updated where the provider leads the referral.

The provider must report immediately: allegations or low-level concerns about adults; missing or absconding incidents; serious violence; sexual harassment or sexual violence; exploitation concerns; police or LADO involvement; and any event creating immediate risk. Significant behaviour incidents, accidents, first aid, near misses and hospital attendance must be reported on the same day.

The school will know the precise address and delivery location of the pupil during school hours. The provider may not move the pupil to another site, subcontract provision or introduce an unapproved staff or delivery arrangement without prior written agreement, except where immediate safety action is necessary.

13 Attendance and children missing education

Attendance will be recorded for every commissioned session and reported to the school as soon as possible, ideally within 30 minutes of the session start. The school will apply the correct statutory attendance code and retain oversight of absence patterns.

The placement agreement will state who will make first-day contact, who will contact parents or carers, and who will undertake welfare or safeguarding action. Unexplained absence will be followed immediately. There will be no automatic waiting period before a welfare visit where risk indicates that earlier action is required.

Repeated absence, lateness, non-engagement or failure to attend will trigger joint problem-solving with the pupil, parent or carer and provider. An early review will be held where attendance is not improving or where the placement may no longer be suitable.

If a pupil leaves the provision without permission or cannot be located, the provider will follow its missing-child procedure, contact the school and parent or carer immediately, and involve the police or other agencies according to risk. The school and provider will remain in active communication until the pupil is located and safe.

14 SEND, medical needs and vulnerable pupils

The school will ensure that alternative provision forms part of, rather than replaces, the graduated response and high-quality teaching. The SENCO will confirm that the provider can make required reasonable adjustments and deliver any specified provision.

For pupils with an EHCP, the school will involve the local authority where required and ensure that the placement is consistent with the plan. Any concern that provision is not being delivered will be escalated promptly. For pupils with medical needs, arrangements will align

with medical evidence, individual healthcare plans and the local authority's section 19 responsibilities where applicable.

For pupils who are looked after or previously looked after, the Designated Teacher will ensure that the placement is reflected in the PEP and that the Virtual School Head is involved as required. Similar care will be taken for pupils with social workers, young carers, those at risk of exploitation, and pupils experiencing poor attendance or mental health difficulties.

15 Curriculum, teaching and quality of education

The school will satisfy itself that teaching staff and instructors have the skills, knowledge, experience and, where relevant, qualifications to deliver the agreed programme safely and effectively.

The provider must supply curriculum information showing:

- the overall curriculum rationale and intended outcomes
- schemes or programmes of work and the knowledge, skills and understanding to be developed
- how learning is sequenced and adapted to age, aptitude, prior attainment and SEND
- how literacy, numeracy, speaking and listening are developed, particularly where the provider delivers most or all education
- how the programme connects with the school curriculum and supports reintegration or progression
- the validity of qualifications or accreditation and compliance with awarding-body requirements
- how learning is assessed, recorded and reported

Baseline assessments and individual learning targets will be agreed at the start. Progress will be reviewed at least every six weeks in a format that is clear to the school, pupil and parent or carer. Where progress is not on track, the provider must notify the school early and contribute to an immediate review and revised plan.

16 Behaviour, reasonable adjustments and restrictive intervention

The provider must have a clear behaviour policy, anti-bullying arrangements and a strategy for supporting behaviour for learning. Expectations, rewards, sanctions and reporting must be understood by the pupil and parent or carer.

Reasonable adjustments and proactive support will be used for pupils with SEND or other identified needs. Staff must be trained in de-escalation and in avoiding restrictive intervention wherever possible. Any use of reasonable force, physical intervention, isolation or other restrictive practice must be lawful, necessary, proportionate, recorded and reported to the school and parent or carer on the same day.

Significant incidents will prompt review of the pupil's risk assessment and placement. A provider must not suspend, exclude or terminate a pupil's access without contacting the school, except where immediate safety requires the session to end.

17 Monitoring, review and quality assurance

Monitoring will be proportionate to risk but will meet the following minimum expectations:

Activity	Minimum frequency
Provider due diligence and National Standards audit	Before commissioning; refreshed annually and after significant change
Attendance information	Every commissioned session; ideally within 30 minutes of the start
Safeguarding / serious incident reporting	Immediately
Significant behaviour, accident, first aid or near miss	Same day
Pupil welfare contact by school	At least fortnightly; more frequently according to risk
Site monitoring visit	At least half termly
Formal placement and progress review	At least every six weeks
Pupil and parent or carer voice	At each formal review
SLT report	Half termly
Governor / Trust assurance report	At least termly
Full policy and provider framework review	Annually

A site visit will normally include: a private conversation with the pupil; observation of teaching or activities; review of work and progress; attendance and incident checks; confirmation of staffing, location and timetable; review of risk assessments and safeguarding; and agreed actions with timescales.

The school will maintain an AP tracker containing placement dates, provider, hours, attendance, review dates, contacts, outcomes, risks, visits, costs and intended destination. Records will support strategic analysis and governance oversight.

18 Reintegration, transition and ending placements

The intended destination will be identified from the outset. This may be reintegration into The Chantry School, transfer to suitable specialist or alternative provision, a planned move, or progression to post-16 education, employment or training.

Plans will include readiness criteria, a staged timetable where appropriate, curriculum catch-up, pastoral support, SEND arrangements, careers guidance, transfer of information and post-placement monitoring.

A placement will not be ended abruptly unless safeguarding or safety requires it. Where a provider proposes to end a placement, the school will convene an urgent review and ensure that the pupil is not left without suitable education. Termination decisions and reasons will be recorded and communicated to the pupil and parent or carer.

19 Equality, inclusion and disproportionality

Decisions will comply with the Equality Act 2010. The school and provider will make reasonable adjustments and will not discriminate unlawfully in referral, admission, curriculum, behaviour management, attendance support or termination.

The school will monitor whether particular groups are disproportionately referred, placed for longer, receiving a reduced curriculum, attending poorly, experiencing placement breakdown or achieving weaker outcomes. Analysis will include pupils with SEND, disadvantaged pupils, CLA/PLAC, pupils with social workers, young carers, pupils with medical or mental health needs, minority ethnic pupils and pupils with protected characteristics.

20 Records, data protection and confidentiality

Information will be shared lawfully, securely and on a need-to-know basis. The school and provider will identify their respective data protection responsibilities, secure transfer methods, retention arrangements and breach-reporting processes. Records will be accurate, dated and sufficiently detailed to evidence decisions and actions.

The school will retain due diligence, placement agreements, risk assessments, attendance, visits, reviews, progress information, incidents and correspondence in accordance with its retention schedule and safeguarding record requirements.

21 Complaints, concerns and escalation

Pupils and parents or carers will be told how to raise concerns with the provider and the school. A concern about immediate safety or safeguarding must be reported directly to the school DSL without waiting for the complaints process.

Where concerns arise, the school may increase monitoring, require an action plan, suspend new referrals, pause or end a placement, notify Worcestershire County Council, contact the LADO or safeguarding partners, or report a suspected unregistered school to Ofsted and the Department for Education.

The provider must notify the school of complaints, allegations, regulatory activity, significant staffing or ownership changes, insolvency risk, loss of insurance, relocation or any matter that could affect suitability.

22 Governance reporting and policy review

SLT will receive a half-termly report on pupils in alternative provision. Governors or the Trust will receive an anonymised termly assurance report covering numbers, reasons, providers,

hours, attendance, safeguarding, incidents, progress, destinations, costs, equality and overdue actions.

This policy will be reviewed annually and sooner where there is a change in legislation, statutory guidance, national standards, Worcestershire arrangements, safeguarding practice or the school's commissioning model.

Appendix 1: Alternative Provision Referral and Approval Form

Field	Record
Pupil name / year group	
Reason for referral and legal basis	
Support already provided and impact	
Pupil views	
Parent or carer views	
SEND / EHCP / medical / safeguarding information	
Attendance, behaviour and attainment baseline	
Proposed provider, timetable and duration	
Intended outcomes and destination	
Reason provider is suitable	
Transport and funding	
Professionals consulted	
Headteacher / delegated approval and date	

Appendix 2: Provider Due Diligence and National Standards Checklist

Complete before commissioning and review annually or following significant change. Record evidence, actions, owner and deadline. A “No” or “Partial” response requires explicit risk-based decision-making before placement.

Ref	Standard	Y / P / N	Evidence / action
1.1	Safeguarding recruitment checks and single central record		
1.2	Safeguarding and welfare policies		
1.3	Procedures for safeguarding and welfare concerns		
1.4	Staff familiarity and annual training		
1.5	Named and trained safeguarding lead		
1.6	Secure site access and supervised visitors		
2.1	Health and safety policy and risk management		
2.2	First aid equipment, facilities and trained personnel		
2.3	Recording and reporting H&S and first aid incidents		
2.4	Inspection and safety checks for specialist equipment		
2.5	Staff qualifications for specialist equipment		
2.6	Fire safety policy, risk assessment and drills		
3.1	Clear admissions and referral process		
3.2	Records for each pupil and secure information sharing		
3.3	Induction, baseline and individual plan		
3.4	Session attendance and prompt absence reporting		
3.5	Behaviour strategy, records and reporting		
4.1	Appropriate staff skills, knowledge and qualifications		
4.2	Curriculum and session planning		
4.3	Targets, progress, reintegration and action where off track		
4.4	Provider self-evaluation and improvement		

Additional commissioning checks

Check	Y / P / N	Evidence / action
Legal identity, ownership, addresses and all delivery sites confirmed		
Registration threshold and status checked		
Worcestershire directory / audit status confirmed		
Insurance certificates checked		
Subcontracting and satellite-site controls agreed		
Attendance reporting within 30 minutes agreed		
Curriculum, qualifications and progress-reporting evidence checked		
Transport, arrival and departure arrangements checked		
Online safety, filtering and monitoring checked where relevant		
Complaints, allegations, low-level concerns and whistleblowing checked		
Financial, cancellation and termination terms checked		
Site visit completed and pupil-specific suitability approved		

Appendix 3: Individual Alternative Provision Agreement

Agreement field	Details
Pupil and parent or carer details	
Provider and named contacts	
School lead and DSL contact	
Purpose and legal basis	
Start, intended end and review dates	
Days, times, locations and transport	
Curriculum, qualifications and learning outcomes	
Baseline and targets	
SEND, reasonable adjustments and healthcare	
Safeguarding lead and referral responsibility	
Attendance reporting and absence follow-up	
Behaviour and significant incident reporting	
Communication and progress reports	
Reintegration / transition plan	
Costs, cancellation and termination	
Data sharing and signatures	

Appendix 4: Six-Weekly Placement Review

Review area	Evidence / decision
Attendance and punctuality	
Safeguarding and wellbeing	
Curriculum received and work completed	
Progress against learning targets	
Behaviour, engagement and personal development	
SEND / healthcare / reasonable adjustments	
Pupil voice	
Parent or carer voice	
Provider view	
School view and site visit findings	
Is the placement still safe, suitable and effective?	
Actions, owner and deadline	
Reintegration / transition update	
Next review date	

Appendix 5: Site Monitoring Visit Record

Monitoring area	Record
Date, visitor and provider	
Pupil seen and spoken to privately	
Teaching / activity observed	
Work and progress reviewed	
Attendance records checked	
Staffing, ratio, location and timetable confirmed	
Safeguarding and risk assessments checked	
Behaviour / accident / first aid records checked	
Any subcontracting, new site or staff changes	
Pupil feedback	
Strengths	
Concerns and immediate action	
Actions, owner and deadline	
Follow-up date and sign-off	

Appendix 6: Alternative Provision Tracker – Required Fields

- Pupil details and vulnerable-group indicators
- Provider, registration status and Worcestershire audit status
- Start, planned end, actual end and review dates
- Commissioned days, hours and locations
- Reason and legal basis
- Attendance and punctuality
- Welfare contacts and site visits
- Safeguarding, behaviour and health and safety incidents
- Curriculum, qualifications and progress
- SEND / healthcare arrangements
- Pupil and parent or carer voice
- Costs and funding source
- Intended and actual destination
- Actions, owners and deadlines

Linked school policies

- Child Protection and Safeguarding Policy
- Attendance and Punctuality Policy
- Behaviour Policy
- Suspension and Permanent Exclusion Policy
- SEND Policy and SEN Information Report
- Supporting Pupils with Medical Conditions Policy
- Positive Handling Policy
- Online Safety / Acceptable Use Policy
- Equality Information and Objectives
- Complaints Policy
- Data Protection Policy
- Careers Policy