

Alternative Provision Policy

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Purpose and scope

LCT believes that Alternative Provision (AP) is an educational and vocational opportunity for pupils who are unable to access full-time mainstream education for a number of reasons.

The Learning Community Trust recognises that there is a need to ensure that our curriculum is inclusive and accessible, providing the opportunities to succeed. Moreover, we recognise the need to offer the type of provision that allows students to achieve their potential.

“Every child deserves an excellent education and the chance to fulfil their potential whatever their background and needs. Children in alternative provision deserve these opportunities too.”
(Creating opportunity for all, DfE, 2018)

Objectives

The objectives of the policy are:

- To outline the reasons why students might be offered an alternative provision
- To ensure that alternative provision is offered to suitable students in a consistent way
- To provide guidance on the referral process
- To ensure suitable procedures are in place relating to attendance and the safeguarding of students.
- To outline the monitoring of students' progress, behaviour and welfare.
- To guide staff and support staff with the identification, support and monitoring of students accessing an alternative provision.
- To highlight the end goals/purpose of alternative provision within LCT schools.

Reasons

There are a variety of reasons why a pupil is referred to an alternative provision. Some of these may be;

- A pupil may not be attending regularly and is at risk of becoming NEET. An alternative provision may provide a greater opportunity to progress to a suitable post-16 pathway.
- An unidentified or emerging need may result in a pupil needing additional support in a supportive learning environment. This may result in a pupil being placed on the SEND register of need as a K pupil.
- A serious behavioural event that would normally result in an extended exclusion or permanent exclusion.
- Continued poor behaviour that fails to meet our standards and that has not improved with the supportive pastoral process put in place.
- Pupils needs are not being met through the mainstream curriculum on offer. The emphasis on smaller classes and engagement may be more suitable to some pupils.

Responsibilities of Key Staff

LCT TRUST / Academy Specific Local Governing Body

- Monitor and review each academy's processes as outlined in this document
- Visit and meet with pupils on alternative provisions as part of academy reviews

Senior Leaders

- Responsibility for the implementation, monitoring and evaluation of the alternative provision.
- Overarching responsibility for safeguarding & attendance tracking.
- Report to stakeholders on the effectiveness of the provision.

Alternative Provision Lead

- Alternative Provision Lead will liaise with SLT/SENDCO, Principal, subject leads, examinations and data team to ensure that students are accessing an appropriate curriculum. All pupils should have the opportunity to sit formal external examinations.
- Alternative Provision Lead and SENDCo will plan and support the resourcing of appropriate curricula.
- Where appropriate the SENDCo and Alternative Provision Lead to liaise closely with the attendance and safeguarding teams; ensuring the safeguarding of each pupil on a daily basis.
- Undertake monitoring and quality assurance processes for all aspects of alternative provision.
- With appropriate staff, be responsible for the regular review of pupils' progress, in conjunction with parents/guardians and other supporting agencies or professionals.
- With appropriate staff, to maintain accurate records and evaluations of pupils' progress with regards to: attendance, behaviour, academic progress and pupils' emotional wellbeing.
- To implement appropriate alterations to the provision of a student where progress is not seen.
- To accurately inform professionals where multiple agencies are involved with a student and their family.
- To plan, evaluate and quality assure.
- To support the application of EHCP when appropriate.

Safeguarding Lead

- Will maintain a register of those pupils' accessing a day or more (or the equivalence) of an alternative provision.
- To record the dates of reviews undertaken.
- Plan and inform staff of multi-agency meetings; delegating appropriate staff to represent the school/academy and pupil.
- Maintain accurate child protection records of pupils on an alternative provision.
- To offer, facilitate and quality assure Early Help Assessments for all pupils in an alternative provision.
- Ensure LCT risk assessments are secure and accurate

Alternative Provisions used and approved by the Learning Community Trust

Provision Name	Summary of provision
RENU Hair and Beauty	Hair and beauty training provider
CAP	Alternative provision with sport emphasis Functional Skills Level 1 & 2 in Maths and English. The Princes Trust Achieve Programme.
Arthog outreach	Outdoor education – LA run
Tickwood Farm	Working farm with catering facilities
Brightstar	Bright Star Futures Programme
AFC Telford	Alternative provision – LA run
Telford & Wrekin House 1	Functional Skills, Your Future, Improving Own Learning and Performance, Enrichment
SEEDs	Sports/Hairdressing/Construction/Functional Skills for ages 14-16
Red George	Rural Skills Project
Fordhall Farm	Life Skills Outdoor Education
Crowsmill	Vocational skills, including plastering, welding, blacksmithing, woodwork and metalwork.
Anta	Construction, Hospitality, Customer Service, Beauty
Commando Joe	Life skills, self-confidence, resilience
Crossfit	Mental Health support through fitness and exercise
Bright Stars Education Limited	Alternative education provision that supports EHCP students

Process for Placing Learner in Alternative Provision

<p>Staff Actions</p>	<p>When a pupil has been highlighted and fulfils the academy criteria for AP, SLT to make a decision alongside AP Lead to ensure that the student would benefit from alternative provision.</p> <p>SLT consider the most appropriate provision(s) in order to make a decision based upon:</p> <ul style="list-style-type: none"> • Aims/impact of the AP • Duration of the programme • Data – KS2 and current/predicted • Behaviour • SEND • Safeguarding Concerns • Health • Future career aspirations • Other special circumstances <p>For KS4 students, a meeting is arranged with Future Focus to consider and discuss, with the student, what their future study and career aspirations are (these must not be adversely affected by the alternative provision offering).</p> <p>It is advised that all academies discuss the decision on AP placement with the Trust Welfare Lead to review any alternatives to AP</p> <p>Budget position is to be reviewed at this stage to ensure that approach can be sustained financially.</p>
<p>Provider Actions</p>	<p>Contact made with possible providers by AP Lead to discuss the potential placement with consideration to the following:</p> <ul style="list-style-type: none"> • Specific needs of proposed pupil • Courses on offer (including levels) • Training/Equipment required • Duration • Travel, days and times • Cost <p>Verbal confirmation of DfE registration, staff DBS checks, health and safety/risk assessments (generic plus relating specifically to needs of the individual being placed).</p>
<p>Parent and pupil</p>	<p>SLT and AP Lead to meet with parent/carer and student to discuss the reasons for seeking alternative provision, what the options are and how the adapted curriculum may benefit their aspirations.</p> <p>Expectations of pupils whilst on placement and when in school/academy made clear along with implications of the placement breaking down.</p> <p>Agreement placed in writing made at this meeting (with parental signature) regarding the chosen provider.</p>

Confirmation	<p>SLT or named person to complete the application form for the chosen provider.</p> <p>'Academy to AP Starter pack' sent to the chosen provider to include:</p> <ul style="list-style-type: none"> • Student details – Contacts, Medical, Trust Risk Assessment, Current Academy report • HLC safeguarding policy (including names and contact details of DSLs as well as specific section on social media and e-safety – Form 7). • DfE Keeping Children Safe in Education document. <p>'AP Starter Pack' to Academy - Request for a copy of the following Policies and documents</p> <ul style="list-style-type: none"> • Safer Recruitment Policy/Dates • Safeguarding Policy/Dates • Health and safety/Fire management • Behaviour Management • Equality & diversity • Staff CRB Clearance • Complaints Policy • Employers Liability Insurance • Latest Ofsted Report (where applicable) • Latest Self-Assessment Report • SEND Policy (where applicable) • Risk Assessments • Social networking, use of social media and e-safety policy • Request copies of planning documents such as schemes of learning etc. • Signed acceptance that it is the provider's responsibility to contact us immediately if their cohort changes in a way that compromises us (e.g. They accept a student from another school or academy who has an EHCP or they accept a student on a five-day provision). • Forms 5 - Pro-forma (signed as confirmation) for staff names, DBS numbers, dates of DBS, dates of CP and PREVENT training, qualifications/experience and a statement to say the management verify all suitable checks have been made and that all their staff are suitable to work with our pupils. • Form 6 – Pro-forma for provision name, address, contact name(s) and details, times, course(s) and qualification(s). <p>Additional Information</p> <ul style="list-style-type: none"> • Costs to be sent to finance team in the form of purchase order
Intro visit	<p>Visit to provider to allow:</p> <ul style="list-style-type: none"> • Pupil introduction and induction (Academy supported visit to provision). • SLT to collect 'starter pack' documents and to ensure they are complete and appropriate. Discuss as appropriate/required. • Signature collected (on pro-forma) to confirm they have received all of the information they require, that they have read and understood our safeguarding policy, that they have carried out an appropriate induction with the student and that all relevant information has been passed on to the school/academy.

	<p>Meet with the pupil to confirm they are happy, confident and enthusiastic to attend the provision.</p> <p>Follow-up email to provider to confirm the placement, dates, times, transport and other relevant information as appropriate/required.</p>
Safeguarding	<ul style="list-style-type: none"> • Ensure that the pupil stays on our roll • Ensure that attendance coding is clear for placement • Add the pupil onto the attendance RAG system as RED • Write the pupil's risk assessment and have DSL sign off before sending it to provision and holding in school. • Send risk assessment and any other documents to support transition to AP provider • Monitoring dates to be arranged with provider
<p>*** ONLY WHEN ALL OF THE CHECKLIST HAS BEEN COMPLETED AND SIGNED-OFF CAN WE CONFIRM A START DATE AND SUBSEQUENT ALTERNATIVE PROVISION FOR OUR PUPILS.</p>	

Process for Monitoring Alternative Provision



Trust Actions	<p>The trust will play a significant role in the safeguarding of all LCT pupils within their alternative provisions. They will review the following areas:</p> <ul style="list-style-type: none"> • Policy compliance reviews • Identified focus on trust reviews of academies • Gather data from academies through LGB reports and LCT monitoring systems
Provider Actions	<p>It is an expectation that in the initial ‘set up’ meeting with the provider that the reporting to home academy systems is agreed. This should include the following:</p> <ul style="list-style-type: none"> • Attendance tracking system/notification • Progress (academic/vocational and inter-personal etc.) • Behaviour concerns and successes <p>The Academy must make contact with the AP if sufficient/appropriate feedback has not been received.</p>
Visits	<p>Each academy is required to set up <u>regular</u>* monitoring visits that allow judgements to be made on the following:</p> <ul style="list-style-type: none"> • Appropriateness of provision • Quality of T&L/progress • Behaviour of academy pupils and others that may impact on progress • Welfare of the pupil • AP general systems <p><i>* Regularity depends upon the time an individual spends at the provision. However, as a minimum, every placement receives one visit per half term.</i></p> <p>Visits need to be documented on Form 2 and should be conducted by staff with specialist areas such as DSL, T&L and pastoral</p>
Pupil	<p>Feedback sought from pupils during visits and when attending lessons in school and recorded on Form 3. Consider this in terms of their subsequent provision as well as potential future placements with the provider for other pupils. Also, specifically ask the following questions;</p> <ul style="list-style-type: none"> • Are you happy at your placement? • Do you feel safe at your placement? • Are you well looked after at your placement? • If you have experienced/observed it, does the setting deal effectively with bullying? • If you have raised with HLC any concerns about your placement, has the school responded well/appropriately? • What have you learned at your placement?

Parent	<p>Minimum of half-termly contact (minimum) with parent/carer to gain feedback on how effective they feel the AP is for their child. This meeting can be made by phone, TEAMS or face to face.</p> <p>This is to be recorded on Form 4</p> <p>Any issues raised by the parent/carer needs to be addressed and reported back to them/providers/students before the student attends the AP</p>
data	<p>Half-termly updates requested from providers regarding academic/vocational progress and attainment. Both the AP provider and the academy have responsibility to maintain appropriate progress both academically and emotionally.</p> <p>As a result, the data provided must answer the following questions:</p> <ul style="list-style-type: none"> • Is intervention required by ourselves or the provider? • How does their performance on placement compare to their targets? • Is their attendance impacting on progress? • What are their current strengths and areas for development? <p>This AP data needs to be linked to in school data to ensure that the aims of the AP are being achieved. This should include a review of:</p> <ul style="list-style-type: none"> • Analysis of attainment, progress and predictions compared to target. Is intervention required? • Is the alternative provision having a positive impact upon progress in school/other subjects? • Should the AP continue as it is having a positive impact on all other aspects of school life for the pupil.

Process for Evaluating Alternative Provision Placements

Provider Report	<p>Initial 'settling in' report from provider to be shared with all stakeholders</p> <p>Key reporting points agreed prior to placement start, however, a minimum of once per half term is expected for a formal report. This must include:</p> <ul style="list-style-type: none"> • Attendance • Attitude to learning • Behaviour & engagement • Key Successes • Attainment and progress • How the provision has helped the individual prepare for their future
Student Evaluation	<p>Pupil asked to complete a brief evaluation of their placement experience.</p> <ul style="list-style-type: none"> • What went well? • What would have improved the experience? • Would they recommend the placement for other students? • How has the experience benefited them in terms of attendance/engagement/behaviour and preparing for future study/chosen career? • How has the provision benefitted them within their wider-school subjects and performance within them?
Parent Evaluation	<p>Parents/Carers asked to complete a brief evaluation of their views on process to placement and their child's experiences.</p> <ul style="list-style-type: none"> • What went well? • What would have improved the experience? • Would they recommend the placement for other Parents? • How has the experience benefited their child in terms of attendance, engagement, behaviour and preparing for future study/chosen career? • How has the provision benefitted their child within their wider-school subjects and performance within them?
Data and Progress	<p>Analysis of attainment, progress and predictions compared to target.</p> <p>Did the alternative provision have a positive impact upon progress in school/other subjects/outcomes/their future? With the latter in mind, has each individual achieved sustained post-16 attendance?</p>

Forms:

 Academy Pre-check and formal checking Proforma Form 1 			
Name of Provision:		Reg Prov/DFE No:	
Report by:		Date:	
Students Observed:			
Centre information/Compliance			
Are you secure that the alternative provision is not contravening the regulations about registration?			Yes/No/Concern
Have all provision staff at the registered alternative provision had the appropriate checks, for example Disclosure and Barring Service (DBS) checks?			Yes/No/Concern
Has the provision got all copies of specific student information, including risk assessments, SEND and safeguarding?			Yes/No/Concern
Has the provider got a quality information in writing about the school's expectations for child protection and procedures they should follow if they have a concern about a pupil?			Yes/No/Concern
Have provider staff accessed appropriate safeguarding training? If not, can school support on delivery?			Yes/No/Concern
Where transport is provided by the provision, Check qualifications of drivers, see regular minibus checks, risk assessments and insurance			Yes/No/Concern
Required Policies			
• Safer Recruitment			Yes/No/Concern
• Safeguarding/Section 175 Audit/action plan			Yes/No/Concern
• Health and safety			Yes/No/Concern
• Behaviour Management			Yes/No/Concern
• Equality & diversity			Yes/No/Concern
• Staff DBS Clearance			Yes/No/Concern
• Complaints Policy			Yes/No/Concern
• Employers Liability Insurance (Ensure it is displayed)			Yes/No/Concern
• Latest Ofsted Report (where applicable)			Yes/No/Concern
• Latest Self Assessment Report			Yes/No/Concern
• SEND Policy			Yes/No/Concern
• Risk Assessments			Yes/No/Concern
• Social networking, use of social media and e-safety policy			Yes/No/Concern
• Staff training programme for curriculum, mental health support.			Yes/No/Concern
Safer Recruitment			

Are written professional and character references always taken up before employment commences?	Yes/No/Concern
Are identification and qualification documents checked and verified before employment commences?	Yes/No/Concern
Are Enhanced DBS checks undertaken on all new members of staff irrespective of current DBS clearances?	Yes/No/Concern
Are face to face interviews always carried out by those who will be managing the staff before employment commences?	Yes/No/Concern
Is at least one member of the interview panel safer recruitment trained?	Yes/No/Concern

Is previous employment history checked and any gaps or anomalies fully investigated and explained satisfactorily before employment commences.	Yes/No/Concern
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Safeguarding Questions

Where is your Safeguarding Policy kept and do all staff know where it is kept and have access to it?	Yes/No/Concern
Who is the 'Lead' for safeguarding in your organisation? Do all staff know who he/she is?	Yes/No/Concern
Do all staff know how to contact him/her? Would staff know what to do if he/she was not there?	Yes/No/Concern
Is safeguarding included in your New Staff Induction and are all staff issued with a Staff Handbook with policies in?	Yes/No/Concern
Do all staff undertake safeguarding training regularly? How regularly does it happen? <ul style="list-style-type: none"> • Safeguarding, KCSIE, Prevent (Required) • Specific focus to be on SG training – CSE, CE, DV, FGM, FM, Substance misuse and Radicalisation/extremism 	Yes/No/Concern
Do staff involved in delivering 14-16yrs training undertake a general induction regarding 14-16yrs learner safeguarding? Do they know who to report a 14-16yrs safeguarding issue to?	Yes/No/Concern
How are staff made aware of any known safeguarding issues?	Yes/No/Concern
Do staff have and use robust procedures for logging concerns, record keeping and sharing information?	Yes/No/Concern
Is the provision appropriate for CIC?	Yes/No/Concern
Do staff know what to do if a young person 14 – 16 yrs was unable to continue a session (illness, accident, behavioural incident etc.)? Do all appropriate staff have a copy of the 14-16yrs Policy Booklet in this respect?	Yes/No/Concern
Would staff know what to do if they were concerned about a colleague's behaviour/relationship with a young person?	Yes/No/Concern

Health and Safety Questions

How many members of staff are trained to complete CLM? Who are they?	Yes/No/Concern
Do staff know who to inform of intermittent or poor attendance? And the time frame for passing on this information?	Yes/No/Concern
Do you complete a risk assessment for school students working in a post16 environment? Is this passed on to the school?	Yes/No/Concern
Where are details of staff health & safety training kept?	Yes/No/Concern
Do all staff complete a health and safety briefing for each student on their first session? Is a checklist completed with the learner so that you can be sure that they are aware of health and safety issues and of their responsibility?	Yes/No/Concern
Do all staff understand their responsibilities under RIDDOR? Where is the accident book held?	Yes/No/Concern
How do you ensure the safety of young people accessing IT equipment and the internet? Is there an acceptable use policy and is this explained and signed up to at the start of the course?	Yes/No/Concern
Where do you keep the documentation to show that your premises meet the new Fire Regulations that came into force in 2006?	Yes/No/Concern
Do fire drills take place regularly, at least once a term?	Yes/No/Concern
Who is your first aider(s)? Do they hold a current certificate? What would you do if they were not in?	Yes/No/Concern
What happens if a learner attends without the appropriate personal protective equipment required to work in an area?	Yes/No/Concern
If there is a change of venue how is this communicated to the schools (where applicable) and young people?	Yes/No/Concern
Quality of Education Evaluation	
Details of course/qualification observed?	Yes/No/Concern
How many adults to support students (Ratio)?	Yes/No/Concern
Was the room/environment safe?	Yes/No/Concern
Was the room/environment conducive to learning?	Yes/No/Concern
Were the resources differentiated?	Yes/No/Concern
Was the quality of work produced in line with school expectations?	Yes/No/Concern
Do you feel that the school learners made sufficient progress?	Yes/No/Concern
Does the provision report regularly back to home school on progress?	Yes/No/Concern
Does the provision report academic progress to parents?	Yes/No/Concern
Ethos, Culture, Behaviours	
Does the provision feel professional, organised and structured?	Yes/No/Concern
Do staff have high expectations of behaviours?	Yes/No/Concern
Do you feel that staff challenge behaviours appropriately?	Yes/No/Concern

Do staff have strong relationships with students?	Yes/No/Concern
Is poor behaviour reported to home school and/or parents?	Yes/No/Concern
Is there a structured process of CEIAG in place to support learners next stages?	Yes/No/Concern
Key Questions	
Do you consider the provision safe?	Yes/No/Concern
Do you feel that the environment supports the learner pastorally?	Yes/No/Concern
Does the provision support the learner academically?	Yes/No/Concern
Do you think the provision communicates well with all stakeholders?	Yes/No/Concern
Do you feel that the provision is value for money?	Yes/No/Concern

Feedback & Actions to Senior Leadership	
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2	
3	
4	
5	
Share report with all schools DSL/SLT. Academy to share with Link Governor and Associated Pastoral Staff	

Name of Provision:		Student Name:	
Report by:		Date:	
Are there any immediate safeguarding concerns? Is the student safe?	Yes/No – Details		
Do our children know who to speak to regarding SG concerns at AP?	Yes/No – Details		
Is the environment safe for the learner?	Yes/No – Details		
Is the transport appropriate?	Yes/No – Details		
Is the environment appropriate for the student’s needs?	Yes/No – Details		
Is the welfare of the student a priority within the AP?	Yes/No – Details		
Have you got any concerns around the APs general systems/organisation?	Yes/No – Details		
Teaching and Learning review			
Is the environment conducive to learning? What is the staff to student ratio? What is the level of support?			
What programme is the student following? (Academic qualification, level)			
Is the programme that the student is following appropriate to the student’s needs/levels?			
Is the quality of teaching and learning in line with academy expectations? Consider pedagogy, structure of learning, support, resources?			
Is the student making progress within the programme of study?			

Student views on provision

Consider the following: Engagement, attendance, interpersonal relationships, behaviour, progress, skills gained, safe, enjoyment

Alternative Provision Staff Views on Student Progress

Consider the following: Engagement, attendance, interpersonal relationships, behaviour, progress, skills gained, safe, enjoyment

Actions for Safeguarding/T&L/Progress v Targets?

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8	

Signed (Staff):		Date:	
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AP – Student Monitoring Feedback (Form 3)			
Name of Provision:		Student Name:	
		Staff:	
It is really important for us to know what you really think about your time spent studying away from your school whilst at your alternative provision. This will not only help us to make sure that you have the best possible experiences and outcomes but will also help us in deciding if to send students to the same providers and/or for the same courses in the future. It is really important that you answer these questions carefully and honestly. Thank you.			
Are you happy at your placement?			Yes / No
Do you feel safe at your placement?			Yes / No
Do you feel well looked after at your placement?			Yes / No
If you have experienced/observed it, does the setting deal effectively with bullying?			Yes / No
If you have raised any concerns with academy about your placement, has the school responded well/appropriately?			Yes / No
Has this placement/provision/qualification, made you more positive about your current learning (at placement and at school) and future career paths?			Yes / No
Has this placement/provision/qualification, made you more positive about your future options in terms of further education and/or employment?			Yes / No
Would you recommend this placement/provision/qualification to others?			Yes / No
Who would you/do you speak to at your placement if you are concerned about something?			
Who would you/do you speak to at the academy if you are concerned about something regarding your placement?			
What do you feel you have learnt whilst at this placement (skills, knowledge, inter-personal...)? Are you making progress?			
What support are you getting from staff to help you achieve?			
What has been the best thing about this placement? Consider learning, activities, mental health			
What have you not liked about this placement?			
If you could change one thing about this placement, what would it be?			
Is there anything else that you would like to add?			
Signed (Student)			Date:

Name of Provision:		Student Name:	
<p>It is really important for us to understand your thoughts and experiences of the time your child has spent studying away from their school whilst at their alternative provision. This will not only help us to make sure that they have the best possible experiences and outcomes but will also help us in deciding if to send other students to the same providers and/or for the same courses in the future.</p>			
Where you happy that the placement was discussed with you and arranged smoothly?		Yes/No – Details:	
Is your child happy at their placement?		Yes/No – Details:	
Do you feel your child is safe when at their placement?		Yes/No – Details:	
Do you feel that your child is happy and confident within the alternative Provision?		Yes/No – Details:	
Do you feel your child is well looked after at their placement?		Yes/No – Details:	
If bullying has been an issue for your child, do you feel the setting dealt with it effectively?		Yes/No – Details:	
If you have raised any concerns with HLC about your child's placement, has the school responded appropriately to address the issues?		Yes/No – Details:	
Has this placement/provision/qualification, made your child more positive about their current learning (at placement and at School) and prospects?		Yes/No – Details:	
Has this placement/provision/qualification, made your child more positive about their future options in terms of further education and/or employment?		Yes/No – Details:	
Would you recommend this placement/provision/qualification to others?		Yes/No – Details:	

Who would you speak to if you had any questions/concerns at the alternative provision?			
Who would you speak to if you had any questions/concerns about the placement at school?			
Have you had any concerns during the placement so far and how were they addressed?			
What are the positives of the Alternative Curriculum placement?			
Is there anything else that you would like to add?			
Signed (Parent/Carer)		Date:	

Internet and IT System Safeguarding of Alternative Provision Pupils – Form 7

Dear Sir/Madam,

I am writing to you with regards to the computer use and internet access of our pupils when they are working within your provision. The purpose of this letter is to ensure that our pupils receive at least the same level of protection as they do whilst working with our IT networks within the Learning Community Trust. Should this not be the case (when considering the information in the paragraphs below) or if you require any further information, please could you make this explicit when replying to this letter/email.

The Learning Community Trust use centrally deployed and managed filtering and monitoring systems to manage internet access for pupils and monitor their usage as outlined in statutory guidance Keeping Children Safe in Education, and filtering and monitoring standards for schools and colleges.

The systems which are deployed are systems such as Senso cloud for key logging, so we can monitor pupils' and employees' full IT access, what they are typing and searching and systems like Lightspeed systems for internet filtering, which blocks website which are categorised as dangerous for the age group as outlined in the statutory guidance, and using category lists from the UK safer internet centre. This should be other systems like Smoothwall and other filtering tool which act as a proxy to manage the pupil's internet access.

In addition, our pupils are prevented from downloading particular files types such as .exe .bat to prevent the pupils either introducing virus onto the network or installing an inappropriate software which protects both the trust and pupils.

We encourage all providers to test their filtering and monitoring systems manually for flaws, but also use web tools which will give you a report of its findings, such as testfiltering.com/test.

The measures above allow us to provide a high level of safeguarding for all our pupils and it goes without saying that we must ensure the same level of security for our pupils whenever they are away from our academy campuses and associated IT systems.

Copies of our IT acceptable use agreement, online safety policy and other IT policies are available on the trusts website lct.education.

Yours faithfully,

Name

Post

Letter of confirmation to Parents/carers – Form 8 to be posted recorded delivery or evidenced hand delivered

Dear

Thank you for meeting with me on (DATE) to discuss the placement of (Student) onto one of linked alternative provisions.

We agreed within the meeting that (Pupil) would benefit from a placement at (AP Provider) based at (Address of AP).

The reasons for this are..... The outcome of the placement will be.....

Within the meeting we agreed the below information for (Student) to attend (AP Provider)

Days	Times	Collection point	Collection time	Drop off Point	Drop off time

The transport for the provision is provided by:

We agreed that this provision would run until....., however, we will build in review points regularly to get your feedback on the effectiveness of the provision.

I welcome you to attend the meeting at (AP Provider) on at..... I will attend with (Pupil) and yourself so that we can meet the staff at (AP Provider) and discuss how they can work effectively with him/her.

Thank you for your support,

Name

Post

.....
.

Please email this document back to school at [@lct.education](mailto:ict.education) or return this paper slip prior to your child starting alternative provision

As parent/carer for _____, I agree to the reasons for the Alternative Provision and provide the school with my full agreement.

Name: _____

Signed: _____

Date: _____

ALTERNATIVE PROVISION – STAFF CHECKS (To be completed by each provider for the Academy) (Form 5)

Provider _____ Completed by _____ Signed * _____ Dated _____

*Return of this completed form via email, acts as the signature confirming this to be a true record.

As the provider, we accept that it is our responsibility to carry out, without exception, all of the appropriate checks when appointing staff to work with students from Hadley Learning Community. We also acknowledge that it is our responsibility to notify the school, in advance of coming into contact with their students, of all new staff appointed and will provide all of the information below.

Surname	Forename	DoB	Check Evidenced, DBS Number	DBS Date	Prohibition from Teaching Check (since April 2014 inc. EEA Countries Check evidenced & date)	Right to Work in the UK (please record document seen, by whom and the date)	CP Training Date	PREVENT Training Date	Qualifications	Relevant Experience	Other Relevant Information



ALTERNATIVE PROVISION – Course/Qualifications Details (Form 6)



(To be completed by each provider for the Academy)

Name of provision:	
Address:	
Contact Name(s):	
Contact details:	Tel: Email:

Courses & qualifications offered:

Course name	Level of qualification	Awarding body of qualification	Guided learning hours	Opportunities for progression postcourse/qualification	Special arrangements and/or equipment required

As the provider, we accept that it is our responsibility to notify the school in advance of any changes to courses and/or qualifications that occur after a student from LCT has been placed on a programme. Similarly, we will keep the school updated with any new courses and qualifications that we will be introducing.

I confirm that we have received, read and understood up-to-date copies of the LCT Academy Safeguarding and Child Protection Policy, DfE Keeping Children Safe in Education and DfE Working Together to Safeguard Children documents and have sought clarity if required.

Signed * _____ Dated _____



Pupil Risk Assessment

Insert School
Logo

Name of student:		Date Written:	
Assessment compiled by:		Review Date:	

Task Analysis Summary

-

Summary of historical and current concerns

-

Current Agencies/Professionals involved

Agency/Professiona	Name	Contact details

School/Staff based actions:

Identified Risk to student and others	HOW LIKELY?	HOW SEVERE?	RAG	Preventative Actions taken by Academy	Staff Lead	If Actions Fail.....escalation pathway
	<i>5=Certain 4=Probable 3=Possible 2=Not impossible 1=Never</i>	<i>5=Extreme 4=Significant 3=High 2=Mid 1=Low</i>	<i>20-25 = RED 10-19 = Amber 2-9 = Green</i>			
1				•		
2				•		

3					•		
4					•		

Home Visits/Modified Timetable/Alternative Provision Actions:							
Identified Risk to student and others	HOW LIKELY?	HOW SEVERE?	RAG	Preventative Actions taken by Academy	Staff Lead	If Actions Fail.....escalation pathway	
	5=Certain 4=Probable 3=Possible 2=Not impossible 1=Never	5=Extreme 4=Significant 3=High 2=Mid 1=Low	20-25 = RED 10-19 = Amber 2-9 = Green				
1				•			
2				•			
3				•			
4				•			
4				•			

Next steps			
•			
Summary checks			
Has this document been reviewed by EWO?		Y N	Has this document been shared with external agencies?
Has this document been approved by DSL?		Y N	Is the Headteacher aware of all aspects of this student?
Signed (Writer):		Date:	Signed DSL:
			Date: