



Venn Academy Trust

Alternative Provision Policy



1	Summary	Alternative Provision Policy	
2	Responsible person	Laura Carr	
3	Accountable SLT member	Laura Carr and Principal in School	
4	Applies to	<input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff	
5	Who has overseen development of this policy	Laura Carr, Director of Safeguarding, Attendance, Risk and Welfare	
6	Who has been consulted and recommended policy for approval	Board of Trustees	
7	Approved by and date	Board of Trustees – 01/11/2025	
8	Version number	1	
9	Available on	Trust website	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
		Academy website	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
		SharePoint	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
10	Related documents (if applicable)	Trust Behaviour and Relationship Policy Trust Safeguarding and Child Protection Policy GOV.UK - school suspensions & permanent exclusion GOV.UK - behaviour in schools	
11	Disseminated to	<input checked="" type="checkbox"/> Trustees/governors <input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff	
12	Date of implementation (when shared)	November 2025	
13	Consulted with recognised trade unions	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N	



Contents

1. Aims	4
2. Ofsted.....	5
3. Safeguarding	6
4. Attendance	8
5. Pre-placement	8
6. Mid-placement.....	10
7. End of placement	10
8. Governance.....	10
9. Checklist for commissioning alternative provision, regulated or unregulated	11
10. During the placement	11
Appendix 1 - Unregulated Alternative Provision	12
Appendix 2 - Initial Referral (Section A) and Admission form (Section B)	18
Appendix 3 - Pre-placement baseline (young person).....	26
Appendix 4 - Learner Code of Conduct agreement	27
Appendix 5 - Progress visit to Alternative Provision (AP)	30
Appendix 6 - Mid or End of Placement Evaluation.....	33
Appendix 7 - Unregulated alternative provider safer recruitment checks.....	37
References	39



1. Aims

This policy aims to provide clear guidance to *Venn Academy Trust schools* and colleagues and partners in the commissioning of alternative provision [AP] regulated or unregulated. The term 'unregulated' (also referred to as unregistered) is to define an AP setting which is not a registered school or college (for pre-16 pupils). There are, however, unregulated AP settings which are registered for post-16 and also offer education/training to school-age pupils.

Unregulated AP settings may deliver an educational, (academic and/or vocational), social, emotional, physical and/or sensory offer, during the school day, where that provision cannot be met in school.

Typically, unregulated AP settings are used to provide alternative education or training to pupils to complement their timetable and core offer in school. Current government guidance does not always differentiate between **regulated or registered AP** (e.g., an alternative school setting for a pupil who has been permanently excluded from school, such as a pupil referral unit or short-stay school, or a hospital school) and **unregulated AP** (e.g., where a young person may access a vocational course for 1-2 days per week). Pupils accessing unregulated AP remain on the roll of their home school. The guidance states:

- *Local authorities are responsible for arranging suitable education for permanently excluded pupils, and for other pupils who – because of illness or other reasons – would not receive suitable education without such arrangements being made.*
- *Governing bodies of schools are responsible for arranging suitable full-time education from the sixth day of a fixed period exclusion.*
- *Schools may also direct pupils off-site for education, to help improve their behaviour.*
- *Statutory guidance sets out the Government's expectations of local authorities and maintained schools who commission alternative provision and pupil referral units. The Government expects those who are not legally required to have regard to the statutory guidance to still use it as a guide to good practice.¹*

Power of schools to direct a pupil off-site for education to improve behaviour

- *Governing bodies of maintained schools have the power to direct a pupil off-site for education to improve his or her behaviour. The Secretary of State has made regulations, as is required by the related primary legislation, concerning schools' use of this power.*
- *Under revised off-site regulations, the governing body must:*
 - *ensure that parents (and the local authority where the pupil has a statement of special educational needs) are given clear information about the placement: why, when, where, and how it will be reviewed*
 - *keep the placement under review and involve parents in the review. The regulations specify regular reviews but do not specify how often reviews must take place (that should be decided on a case-by-case basis).*

¹ [Alternative Provision Statutory guidance for local authorities; January 2013](#)

Reviews should be frequent enough to provide assurance that the off-site education is achieving its objectives and that the pupil is benefitting from it; and have regard to guidance from the Secretary of State on the use of this power – new statutory guidance on this issue can be found below at paragraph 41

- *This legislation does not apply to Academies. They can arrange off-site provision for similar purposes under their general powers, set out in the Academy Trust’s Articles of Association. Though the regulations and guidance do not apply, they can provide Academies with an example of good practice.²*

As above, schools may commission off-site alternative provision (registered or unregistered) to improve behaviour, help prevent a suspension or permanent exclusion, or arrange suitable education for a suspended pupil (from the sixth school day of a suspension or permanent exclusion) under section 100 of the Education and Inspections Act 2006. Governors and Headteachers must adhere to the regulations set out in [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](http://www.gov.uk).

Pupils who may benefit from unregulated AP are often within the most vulnerable cohort. They may have special needs (with or without an EHCP), medical needs, attendance difficulties, challenging behaviour, a social worker, be suspended (after day 6), at risk of permanent exclusion, in care and/or known to supporting agencies such as the Youth Justice Service for example.

Unregulated AP settings are not inspected by Ofsted or any other national body, though Ofsted inspectors may visit an unregulated AP setting as part of a school’s inspection (see [Ofsted](#)).

The lack of a set of national standards or inspectorate, and the fact that it is often the most vulnerable pupils who access such provisions make it imperative that the commissioning of unregulated AP is carried out in the best interests of the pupil, with safeguarding as a priority. This policy aims to ensure that all *Venn Academy Trust* colleagues involved in the commissioning of unregulated or regulated AP follow correct procedures.

2. Ofsted

During an Ofsted inspection, the following will apply. Numbers and page references in brackets refer to the [School inspection handbook - GOV.UK \(www.gov.uk\)](#) and [Independent schools inspection handbook - GOV.UK \(www.gov.uk\)](#) (*paragraph numbers in italics for the latter – delete as appropriate*). Note that this is a summary only; further detail can be located via the inspection handbooks.

1. **Information request (86/72, 92):** The lead inspector will request information about any off-site AP during the initial telephone conversation. In order that this information is readily available, *Venn Academy Trust schools* will maintain an accurate and up to date register/log of all pupils attending off-site AP. Responsibility for ensuring that this record is up to date is overseen by *the*

² [Alternative Provision Statutory guidance for local authorities; January 2013](#)



Attendance Officer and the Principal. The register will include (as a minimum) names of pupils, year groups, key information (e.g., EHCP, LAC, EAL etc.), AP attended, key contact, address, days and times, the core purpose(s) of the provision.

2. **Parent carer views (99-100):** Ofsted provide a letter to pass on to parent carers to notify them of an inspection. *The Principal* will ensure that the parent carers of all pupils attending off-site AP receive this notification.
3. **AP contact/visits (100, 287, 363/228, 252, 317-319):** *Venn Academy Trust* will ensure that all unregulated or regulated AP settings commissioned by the school are informed of an inspection. In some cases, inspectors will telephone or visit an AP setting to verify that *Venn Academy Trusts* leaders have ensured that the placement is safe and appropriate.
4. **Registration status³ (362/318, 322):** Inspectors will ask the school about the registration status of any APs that they use. Any provider of AP must be registered as an independent school if it caters *full time* for 5 or more pupils of compulsory school age, or one pupil who is in care and/or has an education, health and care plan [EHCP]. *Venn Academy Trust* will ensure that the registration status of any AP has been checked to ensure that it is not using a provider operating as an illegal school. If the school uses AP that should be registered but is not, inspectors will carefully consider whether this affects the likelihood that pupils are safeguarded effectively. If the school uses an unregistered provider unknown to Ofsted, the inspector will inform the duty desk of the Ofsted unregistered schools' team.
5. **Rationale (365/321):** Inspectors will consider the appropriateness of the commissioned placement(s), whether leaders at *the school* have ensured that appropriate checks have been carried out, the extent to which the pupil(s) benefit from a broad and balanced curriculum if they attend off-site AP, and the attendance, behaviour and personal development of those pupils.
6. **Ofsted judgements (266, 367; pp90-92; pp95-97/323; pp79-81; pp83-85):** Most importantly, inappropriate or insufficient checks on the commissioning of unregulated AP may have serious consequences for the safety of a child. In addition, this may also negatively impact on an Ofsted inspection judgement. *Venn Academy Trust* recognises that ineffective or inappropriate checks may lead to an inadequate judgement for leadership and management. Likewise, if pupils attending AP behave poorly or are unsafe, this may result in an inadequate judgement for behaviour and attendance.

3. Safeguarding

There are currently no formal safeguarding requirements for safeguarding training in unregulated AP settings. Commissioning schools are required to check safeguarding arrangements at each unregulated AP setting used. *The school* will use the document

³ [Registration of independent schools, Departmental advice for proprietors and prospective proprietors of independent schools in England: August 2019](#)



Pre-placement visit record⁴ ([Appendix 1](#)) to ensure that all safeguarding checks have been carried out pre-placement.

[Keeping children safe in education - GOV.UK](#) requires the following:

327. Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil and should be satisfied that the provider meets the needs of the pupil.

*328. Schools should obtain **written confirmation** from the alternative provision provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e., those checks that the school would otherwise perform in respect of its own staff. (See [Appendix 7](#)) or should provide a Letter of assurance.*

The School will ensure that all unregulated settings commissioned are provided with the following key information. This may be recorded using the document **02 Initial Referral and Admissions** ([Appendix 2](#)) or Service Level Agreement.

- a) Name and contact details (telephone and email) for the school's Designated Safeguarding Lead
- b) Clear Service Level Agreement on how safeguarding concerns will be communicated, followed up and by whom; and how regular communication between the school and unregulated AP will be assured. [Appendix 2](#) should be used for this purpose.

Pupils attending unregulated AP may feel more at ease and therefore make disclosures more readily. It is therefore essential that the school and AP setting agree procedures before any placement starts. It is good practice for *Pupils attending off-site AP* to be a standing agenda item for DSL meetings, to ensure that colleagues responsible for safeguarding are able to address issues and identify any patterns or trends.

The school will ensure a risk assessment is undertaken before the child starts which assures the school that there are appropriate safeguarding arrangements in place. A schedule of visits should be implemented to provide ongoing assurances that the unregulated AP is appropriate for the child and safeguarding arrangements in place are robust.

The School will gain assurances from the unregulated AP in relation to their safeguarding policy, and procedures, the training attended by staff and that appropriate safer recruitment checks have been undertaken as required in part 3 [Keeping children safe in education - GOV.UK](#) See also [Appendix 7](#).

Pupils attending unregulated AP should know how to report worries or concerns and to whom. This should be the same for their parents or carers. There should be a relationship where children can talk freely to all members of staff if they are concerned or worried. Children will be reassured that they are safe and everything they say is taken seriously.



The School will ensure that relevant staff have regular communication with the child to give them the opportunity to share what is going well and ask if they have any concerns.

4. Attendance

It is essential that the unregulated AP setting communicates attendance on a **daily** basis. Agreement on how and at what time this will be done must be reached and recorded pre-placement (see [Appendix 2](#) or use the Service Level Agreement). It is not sufficient for an AP setting to only communicate absence; schools must be informed of positive attendance within 30 minutes of the pupil's planned arrival at the AP (unless accompanied by a member of school staff).

Pupils attending an off-site **registered** AP school (such as a PRU or hospital school) should be coded as D as they will be temporarily dual-registered if the receiving school has an MIS system.

Pupils attending off-site unregulated AP where there is **face-to-face, supervised provision**, should be coded as B in the register, but only once the AP setting has confirmed daily attendance. The register **must not** be flood-coded ahead of time.

Some pupils may be accessing online provision which is not face-to-face (even on screen); this should be coded as C.

Further detail and guidance is available at [Working together to improve school attendance - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

5. Pre-placement

Pre-placement, *the school* will ensure that the following checklist has been met:

- a) Liaison with all relevant stakeholders (including the pupil, parent carer, EHCP Coordinator, social worker, Virtual School Advisor for Children in Care, health professional and Director of Safeguarding) to ensure that the planned provision is in the best interest of the child. The school must seek permission from the Director of Safeguarding and the CEO to use an unregistered AP prior to speaking with professionals.
- b) Following initial contact with the AP setting, a site visit and record using the **01 Pre-placement visit record (Appendix 1)**
- c) Completion of the **02 Initial Referral and Admissions (Appendix 2)** form to include the following:
 - a. Key pupil details
 - b. Emergency contacts
 - c. Agreed course offer, start date, length of course including a taster day if appropriate
 - d. Agreement that the pupil will attend **no more** than 4 sessions (2 days) per week, to avoid any risk of the setting being deemed an illegal school
 - e. Key professional contacts

- f. Core aims and objectives of the placement
 - g. How progress will be monitored and communicated back to *[name of school]* (when, how, how often)
 - h. If and how the placement contributes to the pupil's post-16 plans
 - i. SEND/EAL needs of the pupil, including relevant EHCP targets as appropriate
 - j. If appropriate, links to the pupil's Individual Healthcare plan; GP contact details
 - k. Youth Justice Service contacts if appropriate
 - l. How **daily** attendance will be reported back to *[name of school]*, procedures for non-attendance
 - m. School DSL contact details and agreement for the recording and communicating of safeguarding concerns
 - n. Photo consent
 - o. Behaviour expectations which are in line with the school's own policy (i.e., no smoking etc.); the **04 Learner Code of Conduct (Appendix 4)** may be used. How will behaviour incidents (including praise and positive feedback) be communicated? How will such feedback contribute to *[name of school's]* tracking system for behaviour (and impact on rewards if, for example, reward trips depend on a number of positive points earned)
 - p. Risk assessment
 - q. Agreement of what will happen if the pupil is suspended from school and the suspension impacts on the days during which they would normally be at the AP
 - r. Equipment, clothing required
 - s. Contact with animals and any relevant risk assessments
 - t. Transport
 - u. How lunches and/or snacks will be provided; especially if the pupil is in receipt of Free School Meals, and/or if they have a food allergy/intolerance/are pregnant etc.
 - v. How the setting/school will communicate with parent/carers
 - w. If a TA or other school colleague will accompany the pupil, their contact details and what will happen if that colleague is absent for any reason
- d) If relevant, a pre-placement baseline assessment (helpful if the placement is for social, emotional and/or to improve behaviour). Suggestions are available in the document **03 Pre-placement baseline (Appendix 3)** if the school does not already have a social and emotional tracking system in place.
- e) The operational lead for the oversight of pupils attending off-site AP will ensure that all relevant documentation (including emails) are stored centrally at *Venn Central Cpoms platform*, to ensure access as required. Access to key information should depend on the system, not a person.
- f) *Venn Academy Trust schools* understands that when AP is commissioned to meet the specific needs of a pupil, they have the responsibility to ensure that the pupil is not disadvantaged in respect of being kept safe, attendance or educational outcomes, including personal development (access to visits and trips, for example).



6. Mid-placement

Pre-placement, *Venn Academy Trust Schools* and the AP provider will have agreed the frequency and method of progress reporting. This should take place at least once every half-term.

During the placement, a school colleague will visit the pupil on site and observe them undertaking the activity. A record of this visit should be logged on the form **05 Alternative Provision Progress visit record** ([Appendix 5](#)).

Where possible, the pupil's perspective and views should be recorded on the form **06 Mid or End of placement evaluation** ([Appendix 6](#)). If special needs are a barrier to communication, other methods may be appropriate (such as photographs showing that a non-verbal pupil is happy and engaged, for example).

Parent carers and the centre lead at the provision (or relevant tutor or key worker) should also complete form **06 Mid or End of placement evaluation** ([Appendix 6](#)). If relevant, other professionals (such as an EHCP Coordinator or Virtual School for Children in Care Adviser) may also contribute their views.

Evaluations and placement evidence may be shared during PEPs or EHCP reviews as appropriate.

If the mid-placement visit record and/or evaluation show that changes are required to the offer, such as the type of activity, days or times attended etc., then this should be reviewed, and the initial admissions form amended to reflect the changes.

Any pre-placement baseline assessments may be repeated mid-placement to demonstrate progress.

7. End of placement

At the end of the placement, the form **06 Mid or End of placement evaluation** ([Appendix 6](#)) should be completed by the school, pupil, AP setting and parent/carer. If relevant, other professionals (such as an EHCP Coordinator or Virtual School for Children in Care Adviser) may also contribute their views.

Any pre-placement baseline assessments may be repeated at the end of the placement to demonstrate progress.

8. Governance

Venn Academy Trust will ensure that there are effective governance and oversight of the school's commissioning of unregulated AP. The nominated governor/trustee is named on the front of this policy.

The nominated governor will monitor *Venn Academy Trusts Schools* use of unregulated AP via the Principals termly report to governors (if a section for this does not pre-exist, it is recommended that it be added) and via the operational lead for this area of work, The Director of Safeguarding Laura Carr.

The nominated governor will ensure that this policy is updated annually, in line with national and local guidance.



9. Checklist for commissioning alternative provision, regulated or unregulated

- 1- Discussion with Director of Safeguarding and CEO to determine if in the best interests of the child.
- 2- Visit arranged to provision with the Director of Safeguarding
- 3- Completion of documentation prior to pupil starting-
01 Pre-placement visit record⁵ ([Appendix 1](#))
02 Initial Referral and Admissions ([Appendix 2](#))
03 Pre-placement baseline ([Appendix 3](#))
04 Learner Code of Conduct ([Appendix 4](#))
- 4- The Director of Safeguarding will liaise with the Local Authority to advise of the placement and add to their internal register. The Director of Safeguarding will ask the Local Authority for their own internal Quality Assurance work for our records.
- 5- Attach any risk assessments the school has provided or any additional risk assessments which are bespoke to the pupil.
- 6- Attach any relevant policies and insurances the school has received to the Quality assurance documentation pack.
- 7- Attach any progress reports to the pack and any visit paperwork where the Quality of teaching and learning has been assessed.

10. During the placement

A visit should take place at the placement once every half term if the pupil is in school the rest of the time. If the pupil only attends this provision a visit should be undertaken weekly by the school to ensure the welfare of the pupil. The pupil should feel part of the school community and a sense of belonging. Visits should be recorded on the schools' own MIS system and Cpoms, schools can use the **05 Alternative Provision Progress visit record** ([Appendix 5](#)).

Pupil and parent voice should be sought during the placement and recorded on the school's Cpoms system. **06 Mid or End of placement evaluation** ([Appendix 6](#)).

At the end of the placement;

Inform the Director of Safeguarding the placement is coming to an end. Complete the **06 Mid or End of placement evaluation** ([Appendix 6](#))

Appendix 1 - Unregulated Alternative Provision

Pre-placement visit record

Name of AP setting	
Address	
Telephone	
Key contact at the AP setting (name/role)	
Email	
Pre-placement visit carried out by (name/role)	
School/organisation	
Email	

PRE-PLACEMENT

	Y/N	By (name/role)	Date	Comments
Has the commissioner carried out a pre-placement visit to the setting?				
Has the young person been actively involved in planning for this placement?				
Has the parent/carer been actively involved in planning for this placement?				
Have any other relevant professionals been actively involved in planning for this placement? (e.g., LAC Adviser, EHCP Co, YOT key worker etc.)				
Has a taster session been arranged for the young person?				
Has the commissioner requested references/recommendations from other schools/commissioners?				
Has the commissioner requested and received a copy of the Local Authority Quality Assurance visit report from the provider? (if available)				



	Y/N	By (name/role)	Date	Comments
Is the commissioner aware of the checks that Ofsted may make when schools commission Alternative Provision?				
Does the AP setting have a website? Has the referrer checked this?				
Does the setting have a social media feed? Has the commissioner checked this for any potential concerns?				
Has the AP setting been inspected? Are reports available?				
Is the school/commissioner confident that the setting is not operating illegally? For further details see DfE guidance)?				

SAFEGUARDING

	Y/N	By (name/role)	Date	Comments
Does the AP setting have an appropriate safeguarding policy?				
When a pre-placement visit was carried out, were signing-in procedures appropriate?				
Was information provided about safeguarding leads? (e.g., leaflet, posters, lanyards etc.)				
Who in the AP setting has been trained in safeguarding? When? Is there evidence of training?				
Are staff trained in working with young people with SEND?				
Does the commissioner have assurance that all staff have up to date DBS checks in place?				
What is the AP setting's GDPR policy?				
What is the AP setting's photo consent policy?				
Does the AP setting have an appropriate system for recording safeguarding concerns?				
Does the AP setting have an appropriate system for notifying commissioners/schools of safeguarding issues?				



	Y/N	By (name/role)	Date	Comments
Does the AP setting have a secure method of storing safeguarding concern forms/files?				
Is there a single central record which includes all staff and volunteers? (See Keeping children safe in education 2023 (publishing.service.gov.uk) from paragraph 211)				
Has the commissioner agreed how and when daily attendance/absence will be communicated to the commissioner/school?				
Is the site secure?				
If the site is not secure, have potential risks been addressed?				
Are there post-16 or adults also learning on site at the setting? If so, how is safeguarding for school-age young people being ensured?				
As per KCSIE 327-328, has the school received written confirmation from the AP that <i>appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e., those checks that the school would otherwise perform in respect of its own staff</i>				
As per KCSIE 141-144 does the setting have appropriate measures in place for Filtering and monitoring?				
Does the setting have knowledge and training around Prevent and know how to make a Prevent referral?				

HEALTH AND SAFETY

	Y/N	By (name/role)	Date	Comments
Does the AP setting have adequate insurance? (see below) Can they provide certificates to show this? On the certificates, do the amounts covered (£) match those recommended?				
Does the AP setting have an adequate Health and Safety policy?				
Is there an appropriate Risk Assessment template? If not, use sample provided.				
Can the AP setting demonstrate that it has carried out appropriate fire risk assessments?				
Can the AP setting demonstrate that it regularly carries out practice fire evacuation procedures?				
Does the AP setting have a First Aid policy?				
Who are the AP setting's trained First Aiders? How are they identified (e.g., posters, lanyards etc.)?				
Has the commissioner seen evidence of in-date First Aid training certificates?				
If the AP setting involves contact with animals, have all appropriate safety measures been agreed?				
If the AP setting involves the use of machinery and/or tools, has a risk assessment been created?				
If the placement involves the use of machinery/tools, when/how will the young person receive suitable training?				
Will the young person require any special clothing or equipment? If so, who will provide this?	Y/N	By (name/role)	Date	Comments
Is the environment appropriate for the young person? Is it well-maintained?				
If off-site visits or trips form part of the placement, are suitable risk assessments in place?				

BEHAVIOUR

	Y/N	By (name/role)	Date	Comments
Does the AP setting have an appropriate behaviour policy/code of conduct?				
Is there a rewards system? Can this be linked to the school's own system?				
Are there any sanctions?				
What is the policy around smoking and Vaping?				
How does the AP setting demonstrate that behaviour management is strong?				
Are appropriate systems in place for recording and communicating behaviour incidents?				
Does the AP setting have its own behaviour contract/code of conduct which the young person is required to sign?				
Have the commissioner and setting agreed on processes if the placement does not work/is not appropriate?				

PROVISION OFFER

	Y/N	By (name/role)	Date	Comments
Does the school have clear aims and objectives for this AP placement in line with the young person's curriculum?				
Does the school have clear aims and objectives for this AP placement in line with the young person's post-16 plans?				
Will the young person be undertaking any qualifications?	Y/N	By (name/role)	Date	Comments
Can the AP setting provide evidence of a success rate with these qualifications?				
How can the AP setting demonstrate that teaching and learning is of a high standard?				
Has the commissioner carried out a pre-placement baseline assessment which can be reviewed to assess progress?				
Are appropriate progress tracking systems in place?				



	Y/N	By (name/role)	Date	Comments
Has the commissioner agreed how and when progress at the AP setting will be communicated to the school?				
Have appropriate arrangements been made for transport?				
Have appropriate arrangements been made for snacks and lunches?				
If the young person receives Free School Meals – how will they receive their entitlement?				

Appendix 2 - Initial Referral (Section A) and Admission form (Section B)

SECTION A to be completed **prior** to placement being agreed

SECTION B to be completed when **placement has been agreed**

Where relevant, cells have a variety of possible responses included colleagues should delete the information as applicable. All cells may be expanded.

SECTION A

STUDENT NAME	
DATE OF BIRTH	
School	
Year group	
School key contact name	
School key contact role	
School key contact telephone	
School key contact email	
ULN Number	
% attendance at time of referral	
SEND	NO KNOWN SEND SEND SUPPORT EHCP IN APPLICATION EHCP IN YES TO ASSESS STAGE EHCP IN DRAFT EHCP IN PLACE
If the YP has an EHCP, have the relevant sections/targets been attached to this referral?	
Does the YP have an Individual Learning Plan (ILP)?	
Is the ILP attached to this referral?	
Has the YP undergone a risk assessment?	
Is a copy of the risk assessment attached to this referral?	
Is the pupil a child in care?	
Is the pupil open to social care under CP, CIN, EH or CSA?	
Is the pupil an Unaccompanied Asylum Seeker?	
Is the pupil a refugee?	
Is the pupil Privately Fostered?	
Is the pupil a Young Carer/	
If yes, (to all 3 previous Qs) is the Virtual School aware of this referral?	
Does the pupil have an Individual Healthcare Plan?	
If the pupil has an Individual Healthcare Plan, is it attached to this referral?	

If any other agencies are involved, please list here	
Does the pupil have a Behaviour Support Plan?	
If the pupil has a Behaviour Support plan, is it attached to this referral?	
Day(s) / timings required (NO MORE THAN 2 FULL DAYS OR 4 SESSIONS)	
Preferred attendance duration	<i>E.g., one term</i>
Proposed start date	
Proposed end date	
Does the YP attend any other Alternative Provision?	
If Yes, please specify days and times	
If Yes, which course(s) (provide level)	
Is the pupil from a Gypsy, Roma or Traveller community?	

SECTION B - CORE INFORMATION

STUDENT NAME	
DATE OF BIRTH	
GENDER	MALE FEMALE IDENTIFIES AS MALE IDENTIFIES AS FEMALE NON-BINARY
Ethnicity⁶	WHITE BRITISH IRISH WHITE GYSPY ROMA TRAVELLER OF IRISH HERITAGE ANY OTHER BACKGROUND WHITE AND BLACK CARIBBEAN AND BLACK AFRICAN WHITE AND ASIAN ANY OTHER MIXED OR MULTIPLE ETHNIC BACKGROUND INDIAN PAKISTANI BANGLADESHI CHINESE ANY OTHER ASIAN BACKGROUND BLACK AFRICAN BLACK CARIBBEAN ARAB ANY OTHER ETHNIC GROUP
Name of Parent/Carer	
Email of parent/carers	
Mobile telephone	

⁶ [List of ethnic groups - GOV.UK \(ethnicity-facts-figures.service.gov.uk\)](https://www.service.gov.uk/guidance/list-of-ethnic-groups)



Home telephone	
Work telephone	
Emergency Contact 1 Name/relationship	
Emergency Contact 1 Telephone number	
Emergency Contact 2 Name/relationship	
Emergency Contact 2 Telephone number	
Course/provision offer	
Days and times to attend (NO MORE THAN 4 SESSIONS TOTAL/2 FULL DAYS)	
Agreed taster date (if applicable)	
Agreed start date	
Planned end date	
Time and method of arrival (please state if different on different days)	
Time and method of departure (please state if different on different days)	
If relevant, EHCP Coordinator email	
If relevant, YOT keyworker email	
If relevant, Virtual School Children in care Adviser email	
If relevant, social worker/FSP email	

SAFEGUARDING

Attendance	<p>Please document how and when attendance at the AP setting will be communicated to the school/commissioner</p> <p>Agreed day/time (e.g., by 9am every Monday and Wednesday)</p> <p>Method (e.g., by email to the key contact/school pastoral lead/attendance lead)</p> <p>Provide relevant email addresses/telephone numbers and name/role of key contact</p>
Procedures for non-attendance	<p>If the young person has not arrived by (insert time), the following will take place (this list is to be adapted by the school/commissioner):</p> <p>School/commissioner informed as per the agreement above</p> <p>Telephone call to the young person's parent/carer</p> <p>Telephone call to the relevant professional (provide detail as necessary. For example, it would not necessarily be essential to inform an EHCP Coordinator, but if the young person is at risk, then the social worker/Early Help worker may need informing)</p> <p>If the young person's whereabouts are not known – indicate agreed safeguarding procedures here</p>

School Designated Safeguarding Lead name	
School Designated Safeguarding Lead email	
School Designated Safeguarding Lead telephone	
Agreed process for the recording and informing of a safeguarding concern	<p>This checklist is to be adapted by the school/commissioner according to its own safeguarding policy and processes:</p> <p>Has the school shared its own preferred safeguarding record form? Has a minimum timeline been agreed? (e.g., within 30 minutes etc.)</p> <p>Has the AP setting shared a copy of its safeguarding record form?</p> <p>Is there any safeguarding information that the AP setting needs to know in advance of a placement?</p> <p>Has a Risk Assessment been completed?</p> <p>Method of communication – detail how concerns will be shared and with whom (e.g., DSL contact, as above, via email using the school’s safeguarding template/access to shared drive etc.)</p> <p>How will the AP setting log the concern?</p> <p>Who will follow this up? When? How?</p>
General	<p>Has the school checked the AP setting’s own safeguarding policy?</p> <p>Has the school/commissioner checked that the young person will not be mixing with post-16 students/adults who are not staff, while at the setting?</p> <p>Will any of the provision take place off-site? Will this require an additional risk assessment or consent form?</p>
Photo consent	<p>Is photo consent required?</p> <p>Does the school or AP setting have consent to share photographs of this young person on social media/on their website/in the press?</p> <p>Will additional consent be checked if needed (e.g., for a special event)?</p>

AIMS AND OUTCOMES

KEY OBJECTIVE 1	
KEY OBJECTIVE 2	
KEY OBJECTIVE 3	
If these objectives are linked to PEP targets and/or EHCP outcomes, please list here	
How do the objectives meet the curriculum provision of this young person? If relevant, please provide any current levels in core subjects	
If the aims are social/emotional, will any baseline tests be completed at the beginning and then during/at the end of the placement to demonstrate progress?	
How will the AP setting communicate progress? (format/regularity) To whom?	
If progress is not evident, what steps will be taken?	

How will all parties ensure that progress is shared with other relevant professionals (EHCP Co/LAC Adviser etc.)?	
Does the setting have a shared drive which the school contact can access to view progress?	
Will the young person be working towards any qualifications? If so, provide detail, with expected levels and completion timeframes	
Agree dates and times when the school/commissioner can visit the young person in the setting (see Alternative Provision Progress Visit record)	
Agree that the school/commissioner may carry out unplanned visits to the young person in the setting	
If in KS4-5 (Y10-13), how will this placement contribute to post-16/18 planning for this young person?	
Who is the careers lead at school? Are they aware of this placement?	
Will any careers advice be provided during this placement?	
Will the placement involve any work experience?	
How will progress during work experience be recorded? How will this be shared?	
Will the setting facilitate any college visits? How and when?	

SEND / LAC / HEALTH / YOT INFORMATION

Core information What are the key needs for this young person?	List the key needs here Does the young person require additional adult support? Will this be provided by the school? (e.g., TA) If so, what are their contact details? List the basics of what AP staff need to know (this can be expanded in detail if required)
EHCP / PEP / ILP / BSP targets	List any relevant targets from the pupil's EHCP, PEP, Individual Learning Plan or Behaviour Support Plan If relevant, list key targets related to mental health and/or Social, Emotional and Mental Health [SEMH] issues How will this placement support the pupil to achieve these targets? Will AP colleagues be invited to reviews as appropriate? If so, please provide dates and times if known
English as an additional language	If the pupil speaks a language other than English as their first language, which languages are spoken at home? Will the pupil require any additional support? How will this be provided?

<p>Health</p>	<p>Does this young person have an Individual Healthcare Plan? Supporting pupils with medical conditions at school - GOV.UK (www.gov.uk)</p> <p>Is there any other relevant health information?</p> <p>Does the young person have an inhaler/EpiPen/other health equipment?</p> <p>Does the young person take any medication during the day?</p> <p>Does this require secure storage?</p> <p>If so – it must be provided to the setting in the original box with dosage instructions (not a cut out blister pack)</p> <p>Does the young person have any access requirements?</p>
<p>GP contact details</p>	<p>Please provide the name of the pupil's GP, surgery address and telephone number</p>

BEHAVIOUR

<p>Expectations</p>	<p><i>Has the Learner Code of Conduct been completed? Summarise here the expected behaviour from the young person, e.g.</i></p> <p><i>XX will arrive on time</i></p> <p><i>XX will not smoke on site</i></p> <p><i>XX will complete all work to the best of their ability</i></p> <p><i>XX will follow instructions etc.</i></p>
<p>Policy</p>	<p><i>Has the school checked the Behaviour policy/expectations of the setting?</i></p> <p><i>If the young person attends more than 1 AP setting, are the expectations different?</i></p> <p><i>What are the potential consequences of this?</i></p> <p><i>What is the setting's policy around smoking?</i></p> <p><i>What is the policy on leaving the AP site?</i></p> <p><i>Has the AP setting shared its use of sanctions with the commissioner (if relevant)?</i></p> <p><i>How often (and to whom) will the AP setting report back to the school on the young person's behaviour?</i></p> <p><i>Has the school shared its behaviour system with the AP setting and is it possible for the setting to contribute to this (e.g., issuing a 'positive' point). Provide detail of how this will be communicated.</i></p> <p><i>Is there a rewards policy? Has this been shared? Will the pupil be able to transfer rewards between AP and school (so that they are not disadvantaged by not being at school for 1-2 days per week)?</i></p> <p><i>Have all policies been effectively shared and agreed with the young person? If so – by whom and when?</i></p>

<p>Suspension and exclusion</p>	<p><i>Has a discussion taken place, and agreement reached, on what would happen if the young person received a suspension from school? E.g., will this impact on the AP setting? Will the suspension take place on the same day as the young person would usually attend the AP? If so – how can this time be made up etc.</i></p> <p><i>Would there be circumstances in which a day spent at the AP could be in lieu of a suspension? E.g., to reflect upon behaviour and complete work in a different environment. If so, are there any cost/transport/lunch/consent implications etc.?</i></p>
--	---

EQUIPMENT / USE OF MACHINERY / TOOLS

<p>Equipment</p>	<p>Provide detail of what will be required ahead of the placement/what the AP setting will provide/if funding is required etc. (e.g., hard hats, appropriate footwear etc.)</p> <p>Are there any specific clothing requirements? Does hair need to be tied back? Is jewellery permitted? Does the AP setting maintain logs to evidence that young people have received appropriate training?</p>
<p>Use of machinery, tools and/or digital equipment</p>	<p>Has an appropriate risk assessment with regard to the use of tools, machinery and/or digital equipment been agreed? What is the induction process? What will be the staffing ratios at the setting?</p>
<p>Animals</p>	<p>If relevant, how will the young person receive appropriate induction in handling/assisting with animals? Is any appropriate clothing required? Are there any health risks associated with contact with animals (e.g., allergies)?</p>

PRACTICALITIES

<p>Transport</p>	<p>How will the young person travel to and from the AP setting If by taxi, what are the key contact details for the taxi company? If via another adult not named above – provide contact details If transport is not available on a given day, what steps will be taken?</p>
<p>Lunch/snacks</p>	<p>Are snacks/lunch provided? If the young person receives Free School Meals, how will the school ensure that lunch is provided? (e.g., if a packed lunch is provided at school, but the young person is travelling direct from home) Does the young person have any food allergies/dietary requirements? Is there a setting policy (e.g., no nuts on site etc.)?</p>

	<p>Is there a tuck shop and/or vending machine on site? What is provided? Will the young person require cash? Is drinking water provided on site?</p>
--	---

Signatures⁷

We, the named persons below certify that we are authorised to refer the young person named and accept the terms of business as agreed with the referring agency/school.

We confirm that all details are current, correct and that all relevant information has been shared.

We agree to inform relevant parties (named below) of any changes in circumstance/support needs in writing/via email.

Signatory	Signature	Date
Parent/carer		
Young person		
School referrer		
AP contact/lead		

A completed copy of this form will be forwarded to:

- Parent/carer
- Young person
- School contact
- AP contact
- EHCP Coordinator
- LAC Adviser
- Social Care Key worker
- NHS professional
- Other relevant professional

⁷ If electronic, the school/referrer must retain its own evidence of this (e.g., email, record of telephone conversation)



Appendix 3 - Pre-placement baseline (young person)

If the Alternative Provision placement has an aim related to social and emotional or mental health, it may be appropriate to conduct a pre-placement questionnaire with the young person.

This can be revisited once every half term (for example) and progress measured.

Schools may have their own pre-existing templates, and/or systems such as [Boxall Profile Online](#) or [the THRIVE approach](#) which are already in use in school.

Alternative templates (for a range of ages and stages) can be accessed via the sites listed below.

- [The Strengths and Difficulties Questionnaire](#)
 - The website provides easily downloadable questionnaires and scoring systems for use with school-age young people.
- [The Warwick-Edinburgh Mental Wellbeing Scale \(WEMWBS\)](#)
 - Schools may register (without cost) to use this well-being scale questionnaire.
- [Assessment: Wishes & Feelings Archives - Free Social Work Tools and Resources: SocialWorkersToolbox.com](#)
 - This website provides a variety of tools (questionnaires, feelings faces, feelings charts etc.) which are downloadable without charge.
- [Cafcass resources for professionals](#)
 - This website provides resources such as a wishes and feelings pack, which can be used freely by schools.

**Appendix 4 - Learner Code of Conduct agreement**

This Code of Conduct is an agreement between the parties listed below. It can be adapted to suit the setting's existing behaviour policy.

Student name	
Date of birth	
School	
Year group	
School/commissioner contact name	
School/commissioner contact email	
School/commissioner contact telephone	
School/commissioner contact role	
Parent/carer(s) name	
Parent/carer(s) email	
Parent/carer(s) telephone	
AP lead name	
AP lead email	
AP lead telephone	

Key Expectations

Please take time to read the expectations and code of conduct for attending our alternative provision [AP]. Many of the rules/expectations mirror those of mainstream schools. Learners are still expected to be able to maintain an appropriate level of behaviour and respect the boundaries that are in place.

Whilst at my AP I agree to/have been told about the following	Young person to sign here
If I cannot attend for any reason, I will inform the AP by <i>(time)</i>	
I will arrive on time and ready to learn	
I will be respectful of all others and property	
I will do my best in all sessions	
I will wear appropriate clothing for the setting, in line with non-school uniform days. (No slogans, offensive or revealing clothing)	
If I require medication, I will hand it in upon arrival. My parent or carer will call in to discuss requirements	



I understand I may need special equipment or have to wear special clothing and agree to use or wear what is asked of me	
If I have an accident, I will inform my teacher/instructor straight away	
I have been told what to expect if there is a fire alarm and been shown where to go	
I understand I cannot leave site during the session/without supervision	
I understand that my mobile phone needs to be in my bag away during the day	
I understand that school and AP sites are non-smoking and agree to adhere to the smoking, drug and alcohol rules	
I understand that breaching any of the above will lead to my parents/carers being called and consequences being put in place after discussion with my school	

By reading and signing this contract you are agreeing to adhering the rules of the designated alternative provider. If you would like anything explained in further detail now or over the course of your placement, please ask any of the named keyworkers above.

Signatures⁸

We, the named persons below certify that we are authorised to refer the young person named and accept the terms of business as agreed with the referring agency/school.

We confirm that all details are current, correct and that all relevant information has been shared.

We also agree to inform relevant parties (named below) of any changes in circumstance/support needs in writing/via email.

Signatory	Signature	Date
Parent/carer		
Young person		
School referrer		
AP contact/lead		
Other professional (name/role)		

⁸ If electronic, the school/referrer must retain its own evidence of this (e.g., email, record of telephone conversation)



A completed copy of this form will be forwarded to (delete as applicable):

- Parent/carer
- Young person
- School contact
- AP contact
- EHCP Co
- LAC Adviser
- Social Care Key worker
- NHS professional
- Other relevant professional

**Appendix 5 - Progress visit to Alternative Provision (AP)**

Note that the “06 Mid or End of placement evaluation form” can be completed during a progress visit (this may then replace some sections below).

With the agreement of the provider and young person, photographs may be taken of work completed to evidence progress in EHCP/LAC reviews/PEPs, for example.

CORE INFORMATION

Name of pupil		
Date of birth		
Name of AP		
Date and time of visit		
Visit completed by (name and role)		
Most recent risk assessment seen		
School risk assessment updated		
Copy received		

VISIT PROCEDURES

Was this visit planned or unannounced?	
On arrival, was your identity checked?	
On arrival, were you provided with any safeguarding information?	
On arrival, were you provided with any fire evacuation information?	
On arrival, were you signed in effectively?	
Did the site feel safe?	
Was it easy to identify staff (e.g., uniforms/lanyards)?	
Were the young people on site being effectively supported?	
Is the learner’s risk assessment being followed?	
Does the current risk assessment meet need?	
Is the AP setting communicating well with the school/commissioner on attendance?	
Is the AP setting communicating well with the school/commissioner on engagement?	
Is the AP setting communicating well with the school/commissioner on progress?	
Is the AP setting communicating well with the school/commissioner on behaviour?	



General comments	<p>Provide detail if any of the answers above are 'no'.</p> <p><i>Add any other relevant comments/notes following your visit, e.g., safety on site, anything you saw which was done well, anything of concern; did you see any post-16 mixing with school-age pupils? Did you witness any inappropriate behaviour? Was the quality of instruction of a high standard? Was the atmosphere calm and purposeful? etc. (Cell can be expanded)</i></p>
-------------------------	--

PLACEMENT OBJECTIVES

Original objective	Progress to date
1.	
2.	
3.	
Young person's views on the placement	<p>Have you been enjoying the placement? What have you been learning? How has this helped you? What impact has it had on your time in school? What is the most useful thing about this placement? What support do you get here? If you weren't happy here, do you know who to speak to?</p>
Parent/carer views on the placement	<p>Is your child enjoying the placement? Have you noticed any changes in your child since starting the placement? Is attending the placement having a positive impact on your child when they are at school?</p>
Provider's view on the placement	<p>Does the young person appear to be enjoying the placement? Does the young person fully engage with all activities whilst here? Has there been any change in the behaviour of the young person since attending? How do you manage any behaviour concerns?</p>
Identified actions:	<p>E.g., Do any of the objectives need revising or changing? Does the risk assessment need updating? Should the placement continue? Should the placement be extended?</p>

**Signatures⁹**

We, the named persons below certify that we are authorised to refer the young person named and accept the terms of business as agreed with the referring agency/school.

We confirm that all details are current, correct and that all relevant information has been shared.

We also agree to inform relevant parties (named below) of any changes in circumstance/support needs in writing/via email.

Signatory	Signature	Date
Parent/carer		
Young person		
School referrer		
AP contact/lead		
Other professional (name/role)		

A completed copy of this form will be forwarded to:

- Parent/carer
- Young person
- School contact
- AP contact
- EHCP Co
- LAC Adviser
- Social Care Key worker
- NHS professional
- Other relevant professional

⁹ If electronic, the school/referrer must retain its own evidence of this (e.g., email, record of telephone conversation)

**Appendix 6 - Mid or End of Placement Evaluation¹⁰**

This evaluation can be completed remotely, or during a progress visit
(see "Alternative Provision Progress Visit")

CORE INFORMATION

Pupil Name	
Date of birth	
School/commissioner	
School/commissioner (name/role)	
AP lead completing this form (name/role)	
Date of visit and/or evaluation	
Dates of placement	
Course(s) completed	

PLACEMENT OBJECTIVES

1
2
3

YOUNG PERSON'S EVALUATION

<i>If completed mid-placement, scores can be calculated and compared over time</i>	Strongly agree	Agree	Agree and disagree	Disagree	Strongly disagree
	5	4	3	2	1
1. The adults at the AP are/were very skilled in what they are/were teaching/delivering.					
2. I receive(d) enough support whilst at the setting					
3. I always feel/felt safe whilst at the setting					
4. I know/knew who I can/could talk to if needed					
5. I understand/understood how the sessions are/were helping me to progress in the future					
6. I am more confident as a result of this placement					
7. I am coping better at school as a result of this placement					

¹⁰ Delete as appropriate (Mid/End)



<i>If completed mid-placement, scores can be calculated and compared over time</i>	Strongly agree 5	Agree 4	Agree and disagree 3	Disagree 2	Strongly disagree 1
8. I receive(d) enough support whilst at the setting					
9. I always feel/felt safe whilst at the setting					
10. I know/knew who I can/could talk to if needed					
11. I understand/understood how the sessions are/were helping me to progress in the future					
12. I am more confident as a result of this placement					
13. I am coping better at school as a result of this placement					
TOTAL SCORE					
Has the score changed since any previous evaluation?					
General comments	What are you enjoying/did you enjoy most? Is there anything you would like to see changed? How do you feel attending an AP has helped you? (Cell can be expanded)				
Signed / date					

PARENT / CARER EVALUATION

<i>If completed mid-placement, scores can be calculated and compared over time</i>	Strongly agree 5	Agree 4	Agree and disagree 3	Disagree 2	Strongly disagree 1
1. I understand/understood why my young person was referred to an AP					
2. I felt included as part of the referral process					
3. I have received good communication throughout the AP placement					
4. The AP provides/provided a safe and friendly learning environment					
5. The AP is helping/has helped my young person to progress through education					
Total score					
Has the score changed since any previous evaluation?					
General comments	<i>Add more information on the scoring above including achievements made and any potential areas of on-going concern. (Cell can be expanded)</i>				
Signed / date					

**ALTERNATIVE PROVIDER REPORT**

<i>If completed mid-placement, scores can be calculated and compared over time</i>	Strongly agree	Agree	Agree and disagree	Disagree	Strongly disagree
	5	4	3	2	1
1. The initial objectives are being/have been achieved (provide detail below)					
2. The learner is attending/has attended well					
3. The learner is engaging/has engaged well					
4. The learner is making/has made academic progress (provide detail below)					
5. The learner is making/has made good progress in vocational courses					
6. The learner is making/has made SEMH progress					
TOTAL SCORE					
Has the score changed since any previous evaluation?					
General comments	<i>E.g. attendance data, achievements made, objectives met and any potential areas of on-going concern, need for risk assessments to be reviewed etc</i>				
Signed / date					

SCHOOL/COMMISSIONER COMMENT

<i>If completed mid-placement, scores can be calculated and compared over time</i>	Strongly agree	Agree	Agree and disagree	Disagree	Strongly disagree
	5	4	3	2	1
1. The rationale for sending the learner to AP are being/have been achieved					
2. The learner is coping/has coped better at school since attending.					
3. Attendance at school is improving/has improved since the placement started					
4. Engagement at school is improving/has improved since the placement started					
5. The learner's behaviour at school is improving/has improved since the placement started					
6. Communication has been clear between the school and the AP					
7. The AP placement has supported the learner's next steps					
TOTAL SCORE					
Has the score changed since any previous evaluation?					
General comments	<i>E.g. Do objectives need reviewing? Is an extension/cessation required? Does the learner require any additional support?</i>				
Signed / date					

**Appendix 7 - Unregulated alternative provider safer recruitment checks*****(Provider can provide their own Letter of Assurance instead of this)***As per [Keeping children safe in education - GOV.UK](#)

327. Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil and should be satisfied that the provider meets the needs of the pupil.

328. Schools should obtain **written confirmation** from the alternative provision provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e., those checks that the school would otherwise perform in respect of its own staff.

Therefore [name of school] is obliged to obtain written confirmation of the following (according to Part 3 of [Keeping children safe in education - GOV.UK](#))

Prior to any placement being agreed, the following must be completed by the AP centre lead or proprietor, signed and returned to the school. Failure to complete this form may result in placements being paused or ceased and funding withdrawn.

Name of provision	
Address of provision	
Proprietor/centre lead name/role	
Proprietor/centre lead contact telephone and email	

I, the undersigned, confirm that in respect of all employees and volunteers at the above named unregulated alternative provision, the following checks and procedures are in place and affirm that all staff are suitable to work with children. I understand that the school may request sight of relevant documents during a pre or mid-placement visit.

1. **Staff files** are in place and contain evidence of
 - a. Application forms containing
 - i. personal details (current and former names, current address and national insurance number)
 - ii. details of their present (or last) employment and reason for leaving
 - iii. full employment history
 - iv. qualifications
 - v. details of referees
 - vi. a statement of personal qualities and experience
 - b. A self-declaration of any criminal record or information which may make them unsuitable to work with children
 - c. Evidence of right to work in the UK
 - d. Photocopies of identity checks (with a photograph)
 - e. At least 2 references, including 1 from the applicant's current or most recent employer



- f. A risk assessment as required
- g. Interview notes which include a safeguarding question
- h. Photocopies of qualifications

2. **Staff tracker or single central record** which includes:

- a. Name and address of employee/volunteer
- b. Date employment started
- c. Date identity checks carried out and by whom
- d. Date DBS checked and by whom
- e. Risk assessment in place yes/no
- f. Right to work in the UK checks – when and by whom
- g. Qualifications check – when and by whom
- h. Prohibition order checks- when and by whom (for those in 'teaching activity')

Signed	
Date	
Received by school (name/date)	



References

11. [Alternative Provision Statutory guidance for local authorities; January 2013](#)
12. [Non-school alternative provision: voluntary national standards – GOV.UK](#)
13. [Independent schools inspection handbook - GOV.UK \(www.gov.uk\)](#)
14. [Keeping children safe in education - GOV.UK](#)
15. [Registration of independent schools, Departmental advice for proprietors and prospective proprietors of independent schools in England; August 2019](#)
16. [School inspection handbook - GOV.UK \(www.gov.uk\)](#)
17. [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](#)
18. [Working together to improve school attendance - GOV.UK \(www.gov.uk\)](#)