LCT Alternative Provision Policy

Monitoring of policy		
Action	**Date**	**Written by**
Agreed:	**September 2021**	**Paul Roberts**
Reviewed:	**September 2022**	**Paul Roberts/Nikki Morrison**

Vision

LCT believes that Alternative Provision (AP) is an educational and vocational opportunity for students 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 student is referred to an alternative provision. Some of these may be;

- A student 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 student needing additional support in a supportive learning environment. This may result in a student being placed on the SEND register of need as a K student.
- 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.
- Students needs are not being met through the mainstream curriculum on offer. The emphasis on smaller classes and engagement may be more suitable to some students.

Responsibilities of Key Staff

LCT TRUST / School Specific Local Governing Body
- Monitor and review each schools processes as outlined in this document
- Visit and meet with children on alternative provisions as part of academy reviews
- Complete termly safeguarding reviews of all provisions.

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 students 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 student 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 students' progress, in conjunction with parents/guardians and other supporting agencies or professionals.
- With appropriate staff, to maintain accurate records and evaluations of students' progress with regards to: attendance, behaviour, academic progress and students' emotional well-being.
- 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 students' 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 and student.
- Maintain accurate child protection records of students on an alternative provision.
- To offer, facilitate and quality assure Early Help Assessments for all students in an alternative provision.
- Ensure LCT risk assessments are secure and accurate

Alternative Provisions used and approved by the Learning Community Trust

Provision Name	Contact name/number	Reg Provider DFE Number	Summary of provision
RENU Hair and Beauty	Gail Smallman 01743 718586	No	Hair and beauty training provider
CAP	Charlotte Woolley charlotte@crossbarcoaching.com 07976729644	No	Alternative provision with sport emphasis Functional Skills Level 1 & 2 in Maths and English. The Princes Trust Achieve Programme.
Arthog outreach	Alan Braybrooke 01952 387378	No	Outdoor education – LA run
Tickwood Farm	Edward Dugdale 07811388898	No	Working farm with catering facilities
Bright Stars Boxing Club	Joe Lockley joe.lockley@brightstarboxing.co.uk 07966416267	No	Bright Star Futures Programme
AFC Telford	Louise Bartholomew 01952 567542	No	Alternative provision – LA run
Telford & Wrekin House 1	Louise Bartholomew - louise.bartholomew@telford.gov.uk 01952 567542	No	Functional Skills, Your Future, Improving Own Learning and Performance, Enrichment
SEEDs	Karen Rolls/ Rob Pritchard - rpritchard@the-eds.org 01952 630710	YES 894/6011	Sports/Hairdressing/Construction/Functional Skills for ages 14-16
Red George

Fordhall Farm | Liz Hutchinson - lizhutchinson@msn.com 07717777128 Wendy Murray Wendy.murray@forhallfarm.com 01630 638696 | No

No | Rural Skills Project

Life Skills Outdoor Education |
| | | | |
| | | | |

Staff Actions	When a student 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. SLT consider the most appropriate provision(s) in order to make a decision based upon: • 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 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). It is advised that all schools discuss decision on AP placement with Trust Welfare Lead to review any alternatives to AP Budget position is to be reviewed at this stage to ensure that approach can be sustained financially.
Provider Actions	Contact made with possible providers by AP Lead to discuss the potential placement with consideration to the following: • Specific needs of proposed student • Courses on offer (including levels) • Training/Equipment required • Duration • Travel, days and times • Cost Verbal confirmation of DfE registration, staff DBS checks, health and safety/risk assessments (generic plus relating specifically to needs of the individual being placed).
Parent/Carer and student Actions:	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. Expectations of student whilst on placement and when in school made clear along with implications of the placement breaking down. Agreement placed in writing made at this meeting (with parental signature) regarding the chosen provider.

Confirmation	SLT or SSM complete the application form for the chosen provider. **'Academy to AP Starter pack'** sent to the chosen provider to include: • 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. **'AP Starter Pack' to Academy** - Request for a copy of the following policies/documents • 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 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 children. • Form 6 – Pro-forma for provision name, address, contact name(s) and details, times, course(s) and qualification(s). Additional Information • Costs to be sent to finance team in the form of purchase order
Induction provider visit	Visit to provider to allow: • Student introduction and induction (School 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. Meet with student to confirm they are happy, confident and enthusiastic to attend the provision. Follow-up email to provider to confirm the placement, dates, times, transport and other relevant information as appropriate/required.

Safeguarding	- SSM to ensure that the student stays on our roll - SSM to ensure that attendance coding is clear for placement - SSM to add student onto the attendance RAG system as RED - SSM to write student risk assessment and have DSL sign off before sending it to provision and holding in school. - SSM to send risk assessment and any other documents to support transition to AP provider - SSM to arrange monitoring dates with provider

*** ONLY WHEN ALL OF THE CHECKLIST HAS BEEN COMPLETED AND SIGNED-OFF CAN WE CONFIRM A START DATE AND SUBSEQUENT ALTERNATIVE PROVISION FOR OUR STUDENTS.

	Process for <u>Monitoring</u> Alternative Provision	
Trust Actions	The trust will play a significant role in the safeguarding of all LCT students within their alternative provisions. They will review the following areas: • Students on AP (Placement suitability, duration, progress) • Complete termly safeguarding/systems reviews for all LCT used Alternative provisions **(Form 1).** This documentation will then be forwarded to all LCT schools • Meet with students on AP as part of academy monitoring visits • Review that school processes are being followed and paperwork is being completed	
Provider Actions	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: • Attendance tracking system/notification • Progress (academic/vocational and inter-personal etc.) • Behaviour concerns and successes Academy must make contact with the AP if sufficient/appropriate feedback has not been received.	
Visits	LCT will provide a termly safeguarding review **(Form 1)**. Each academy is required to set up <u>regular</u>* monitoring visits that allow judgements to be made on the following: • Appropriateness of provision • Quality of T&L/progress • Behaviour of academy students and others that may impact on progress • Welfare of the student • AP general systems *_Regularity depends upon the time an individual spends at the provision. However, as a minimum, every placement receives one visit per half term._* Visits need to be documented on **Form 2** and should be conducted by staff with specialist areas such as DSL, T&L and pastoral	
Student	Feedback sought from students 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 students. Also, specifically ask the following questions; • 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/Carer	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. This is to be recorded on **Form 4** Any issues raised by the parent/carer needs to be addressed and reported back to them/providers/students before the student attends the AP
Data	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. As a result, the data provided must answer the following questions: • 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? 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: • Analysis (by MH/DR using SISRA) 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 student.

	Process for Evaluating Alternative Provision Placement
Provider Report	Initial 'settling in' report from provider to be shared with all stakeholders 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: • Attendance • Attitude to learning • Behaviour & engagement • Key Successes • Attainment and progress • How the provision has helped the individual prepare for their future
Student Evaluation	Student asked to complete a brief evaluation of their placement experience. • 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	Parents/Carers asked to complete a brief evaluation of their views on process to placement and their childs experiences. • 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 & Progress	Analysis (by MH/SB using SISRA) of attainment, progress and predictions compared to target. 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?

Trust Monitoring of Provision Proforma Form 1		
Name of Provision:		**Reg Prov/DFE No:**	
Report by:		**Date:**	
Students Observed:			

Centre information/Compliancy	
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 atleast 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

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? • **Safeguarding, KCSIE, Prevent (Required)** • **Specific focus to be on SG training – CSE, CE, DV, FGM, FM, Substance missuse 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 post-16 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	
1	
2	
3	
4	
5	
Share report with all schools DSL/SLT. **Academy to share with Link Governor and Associated Pastoral Staff**	

	AP – Academy Staff Monitoring Review Form 2	
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?	
1	
2	
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7	
8	

Signed (Staff):		Date:	

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:**	

Learning Community Trust	Alternative Provision – Parent/Carer Feedback Form 4	Learning Community Trust

Name of Provision:		**Student Name:**	

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.

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 ICT System Safeguarding of Alternative Provision Students – Form 7

Dear Sir/Madam,

I am writing to you with regards the computer use and internet access of our students when they are working within your provision. The purpose of this letter is to ensure that our students receive at least the same level of protection as they do whilst working with our ICT networks at Hadley Learning Community. 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.

At HLC we use Telford and Wrekin Council's proxy server which allows us to restrict the websites that students can access. The sites are locked down by category (e.g. drugs, weapons, adult material etc.) to ensure that our young people cannot access any potentially harmful sites, images or information. We also monitor the websites that student's access and restrict permission to these as and when concerns arise. We do this via the afore mentioned proxy server and also using 'Impero' which is our classroom management software. 'Impero' uses keyword detection to alert us of any of our listed keywords/concerns (such as kill and suicide etc.) which we then deal with as appropriate.

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

The measures above allow us to provide a high level of safeguarding for all of our students and it goes without saying that we must ensure the same level of security for our learners whenever they are away from our school site and associated ICT systems.

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 (Student) 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 (Student) 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 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

If emailing this form, please send to @lct.education and @lct.education

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 post-course/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 Hadley Learning Community 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 HLC 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 _____

*Return of this completed form via email, acts as the signature confirming this to be a true record. If emailing this form, please send to @lct.education and @lct.education

Student Risk Assessment

Insert School Logo

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

Task Analysis Summary
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Summary of historical and current concerns
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Current Agencies/Professionals involved		
Agency/Professional	**Name**	**Contact details**

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

Home Visits/Modified Timetable/Alternative Provision Actions:						
Identified Risk to student and others	**HOW LIKELY?** 5=Certain 4=Probable 3=Possible 2=Not impossible 1=Never	**HOW SEVERE?** 5=Extreme 4=Significant 3=High 2=Mid 1=Low	**RAG** 20-25 = RED 10-19 = Amber 2-9 = Green	**Preventative Actions taken by Academy**	**Staff Lead**	**If Actions Fail……escalation pathway**
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? Y N
Has this document been approved by DSL?	Y N	Is the Headteacher aware of all aspects of this student? Y N
Signed (Writer):	**Date:**	**Signed DSL:** **Date:**