

**Alternative Provision**

**Policy for commissioning of Alternative Provision**

**October 2023**

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# **INCLUSION STATEMENT**

Partners across Bolton have committed to all our citizens being active, connected, and prosperous – and this starts from the earliest years.

Bolton Council are committed to inclusion. We have high ambitions for all our children and young people no matter what their circumstances and want them to thrive in every aspect of their life. This means that they are supported and empowered to achieve academically and socially to the best of their ability, and to have voice and influence in their lives and community. We want to ensure that they truly feel that they belong in Bolton.

We believe that every child, regardless of their needs, should be welcome in their local mainstream school or setting. This therefore should be the starting point of all discussions with families regarding early years’ provision and school placements. Should the child or young person have additional needs, the school SENCO will be best placed to determine, with the child and family, how these will be met, drawing upon the SEND and other agency support services available within Bolton, as necessary. This will require a collective effort to understand and remove any barriers to learning that exist so that we can equip children with the skills, knowledge, and confidence to enable them to achieve and to move on to the next phase of learning and life with success.

In July 2018, the Association of Directors of Children’s Services (ADCS) developed a vision for an inclusive learning and high performing educational system. This document reminds us that ‘Local Authorities have a legal responsibility to champion the needs of the most vulnerable children and young people to promote educational excellence and ensure fair access to school places for all learners.’ ADCS members also believe that we all must ‘strive for an inclusive education system that enables all children, whatever their ability, background or faith to realise their ambitions, providing learners with greater opportunities to learn from, and relate to, their peers.’

For the relatively small percentage of children and young people whose needs are so complex that mainstream schools and settings struggle to meet them, it is vital that planning for specialist or alternative provision is person-centred and outcomes focussed, always aiming to maximise inclusion in universal settings and services where and when possible and appropriate.

# **Background**

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 suspension.

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.

Any school that is established and maintained by the Local Authority to enable it to discharge its duties to arrange suitable education (for permanently excluded children or for other children- who because of illness or other reasons – would not receive suitable education, without such arrangements being made), is known as a pupil referral unit (PRU). There is no requirement on the LA to have or establish a PRU, and the Authority can discharge its duties by other means for example by commissioning places with Alternative Provision (AP) including AP Academies and free schools.

In 2016/17 the Bolton PRUS and Home Teaching Service academised and became four AP academies within Bolton Impact Trust (BIT). As a direct result Bolton LA no longer has access to maintained PRU provision or a home tuition service to fulfil its responsibilities and in order to do so Bolton currently commissions high needs places in BIT and some places with other providers through a Flexible Purchasing System (FPS) AP Framework Agreement.

Bolton LA currently commissions 169 High Needs Places across three Bolton Impact Trust AP Academies:

* Forward Centre (KS1/2)– 52 places
* Park Teaching School (Medical)– 30 places
* Youth Challenge (KS3/4) 87 places

# **AP Flexible Purchasing System (FPS) Framework**

Bolton’s FPS Framework for Alternative Provision was introduced in 2019 in order that Bolton LA had a range of good quality, cost effective alternative provision for children who needed short-term provision. The framework is divided into the following lots:

Lot 1      Primary Key Stage 1 and 2

Lot 2      Day 6 Permanent Exclusion placements (primary)

Lot 3      Secondary Key Stage 3 and 4

Lot 4      Day Permanent Exclusion placements (secondary)

Lot 5      Medical Provision

Lot 6      Enrichment Programmes

Alternative Providers were invited to tender for a place on the AP FPS Framework, and successful providers were placed on the framework following a rigorous selection and quality assurance process.  Being placed on the framework ensured the LA that the AP’s were able to provide good quality provision/services and that the costs per placement/service were agreed prior to any placements being initiated. Once an AP has been approved and is on the FPS Framework, that provider is then able to tender for any future placement/service requests. Being on the framework does not guarantee any minimum or maximum number of pupils that will be placed at any provision. The Flexible Purchasing System provides the LA with the ability to spot purchase places with providers above the 169 commissioned, on an as and when required basis.

## **Tendering Process**

When a pupil needs short-term AP, a ‘Request for Service’ is sent to all AP’s on the framework within the relevant lot. This ‘Request for Service’ letter details the following:

* Brief details about the pupil –including an overview of the reason for the pupil needing the provision
* Outline of the support the pupil will need to successfully re-integrate into mainstream – both academic requirements and social/emotional support
* Aim of the placements and main presenting issues
* Expected start date

The Education Access Officer evaluates all AP responses, and then places the pupil in the AP that is most suitable for that pupil, based on the AP which can both match their academic and SEMH needs, the AP’s ability to meet the start date and the cost for the placement. The chosen AP will be informed of the decision and furthermore detailed information about the pupil will then be shared with the provider.

In instances where providers on the AP FPS Framework are unable to meet the needs of the pupil, the Education Access Officer will approach other AP’s off framework. Where possible placements off framework will be within Ofsted registered Provision. If circumstances arise where a placement into registered provision is not possible the Education Access Officer will liaise with the Head of Inclusion and a decision will be made about the most appropriate alternative solution.

Once a pupil is placed in AP, their placement will be reviewed regularly. If the AP is not meeting the agreed specification as documented in the Request for Service, the Re-engagement Team can terminate the placement and move the pupil to more suitable AP.

If the Re-engagement Team has concerns around any AP on the DPS Framework, their place on the framework can be suspended and ultimately an AP can be removed from the framework. However, before a decision is made to remove an AP from the Framework, the AP will be given the opportunity to make appropriate amendments and improve practice. The Re-Engagement team will work in close partnership with the Councils Quality Assurance team to quality assure AP’s on a regular basis.

# **Access into Alternative Provision currently**

Access into AP is through the following routes:

1. Traded School Places
2. Multi Agency Medical Panel - Access to education for CYP with Medical Needs
3. Permanent Exclusion
4. Assistant Director for Inclusive Education – Exceptional Cases – including SEND or LAC

## **Traded School Places**

Schools continue to be able to purchase traded places with a range of Alternative Providers including the BIT academies. The APs set their own individual daily costs. Opportunities may arise for schools to purchase multiple places in advance at a reduced rate. AP places can be used to cover day 6 of suspensions, to enrich the students timetable or as a short-term behaviour placement authorised by the governing body. To support schools with identifying appropriate alternative provision the local authority have produced an AP guide and directory of provision.

### **Registration**

The students remain on the roll of their main school and where an AP is registered as a school\* then the child will be dual registered with the AP School which is classed as the subsidiary placement. Where the AP is not registered as a school the student will be single registered with their school and marked as a B by school when present at the AP. Where home tuition is used a student must access a minimum of one hour tuition in the morning to gain their morning mark and a minimum of one hour tuition in the afternoon to gain their afternoon mark. The tuition sessions must fall into the hours of the usual school day. Students cannot be awarded their attendance marks for unsupervised work completed at home.

### **Off-Rolling**

Schools must not remove students who are attending traded AP places from their school rolls and onto the single roll of the AP at any point as this is off rolling. Schools should also not name the AP school as the main school and the home school as the subsidiary school.

### **AP Standards, Quality Assurance and Monitoring**

School retains responsibility for ensuring that the AP meets H&S and Safeguarding National Standards. Independent schools are inspected by the ISI/Ofsted, AP Academies and Free Schools are inspected by Ofsted. In all AP, schools should ensure that their pupils have good outcomes, and that AP is part of a broad and relevant curriculum. Schools using any APs not registered as a schools should check the AP is not operating illegally as an unregistered school and therefore must not be educating:-

* 5 or more students full-time\*\*
* 1 LAC\*\*\* student full-time
* 1 EHCP\*\*\*\* student full-time\*

\* *Independent school, private school, AP academy, AP free school*

\*\**Full-time is defined as 18hrs or more in a week but where the AP placement is the only place the student is timetabled to access their education it becomes their full-time placement by default.*

*\*\*\* The VSH should be consulted by the school in order to place Looked After Children in AP.*

*\*\*\*\* Children with EHCPs should only be placed in AP by schools with the authorisation of the SEND Assessment Service and schools must ensure the content of the EHCP can be addressed and the outcomes of the EHCP met in the AP placement.*

## **Access to Education for CYP with Medical Needs *(****please refer to Bolton’s policy for access to education for children and young people with medical needs****)***

The Local Authority and schools have a statutory duty to make the necessary arrangements to provide ongoing education for children who due to their medical condition, are unable to attend school for a period of time. Bolton has established an education support partnership pathway with Health (**appendix 1**) with the option of referrals to a multi-agency medical panel (MAMP) for those with longer term more complex medical needs.

### **Short Term Education Support**

Schools can make a referral, via the Re-engagement Team, to the Multi-Agency Medical Panel (MAMP) to request access to short-term education support in helping the school/setting to provide continuity in education when a child or young person has been absent from school for 15 days or more due to a physical or mental health need.

### **Referrals to the Multi-Agency Medical Panel (MAMP)**

All referrals for medical education support for children and young people, of statutory school age, are to be submitted to the Inclusion Service Re-Engagement Team. To be eligible for intervention CYP must

* + be resident in Bolton
  + be aged 5-16 years old or up to 25 years if they have an EHCP
  + They must be currently receiving specialist help and support from a recognised health professional.
  + The pupil must have been absent from school for 15 days or more, either one off, cumulatively due to their medical condition.
  + The request has been discussed with parents/carers and signed consent has been obtained from those with parental responsibility or from a young person themselves, where they are considered to be competent and are over 16 years of age.

All the following documentation will be required and will serve as the referral to MAMP:

* Evidence from a medical professional currently involved in the pupil’s care that highlights specifically why the pupil’s medical needs are prohibiting them from attending school. This needs to be a detailed report about their medical needs/diagnosis and recommended strategies for school and other professionals to implement.
* Attendance Certificate that shows that the pupil has not been able to attend school due to illness for at least 15 school days
* The pupil’s Individual Health Care Plan, which highlights the plan that is in place to support the pupil to attend school, and the education that school are providing on the days that the pupil is unable to attend school due to illness.
* The pupil’s last academic school report.
* The pupil’s Early Help Assessment and reviews.

All referrals and accompanying documentation should be sent to the Re-Engagement Team and if the referral criteria are met, the team will then refer the case to the MAMP where health and education representatives will agree what the short-term medical education intervention will look like and how school will meet the needs of the CYP long term. If the referral criteria have not been met the school will be advised. The Re-Engagement Team will inform the school within 5 working days of the receipt of the initial referral whether the criteria have been met.

### **The Multi-Agency Medical Panel (MAMP)**

Panels are held on the 3rd Monday of the month:

The MAMP consists of the following representatives from Education and Health:

* Designated Clinical Officer for SEND – NHS Greater Manchester Integrated Care
* Complex Case Manager – NHS Greater Manchester Integrated Care
* CAMHS Practitioner
* Education Access Officer – Inclusion Services, Re-engagement Team
* Head of Inclusion Service
* Service Manager - Behaviour Support Service / Early Intervention Service (EIS)
* Manager from SENDAS
* Educational Psychologist

### **MAMP Outcomes**

As an outcome of the MAMP it may be that medical criteria for education support have not been met and in this case MAMP may decide to provide advice to schools to fulfil their responsibility towards medical students on their roll. This may include recommending education plans whilst absent from school and advice towards supporting re-integration back to school. If a school notices signs that a child or young person is at risk of not attending school due to medical reasons measures will need to be put in place by the school to prevent this from happening. The panel will decide if the school has met its duties to support the child with medical needs and has put in place extensive adaptations in providing that support, this will be evident in the Individual Health Care Plan (IHCP) and that despite this level of support from the school the child is still unable to attend and access their education offer.

The panel will assess the medical needs of the child and in particular what additional specific interventions could be introduced to provide access and support in order for the child to access and engage with education.

Outcomes from the panel will be shared with schools within 4 working days of the panel date. Schools will be expected to feedback the outcome to parents/carers.

### **Costs to Schools**

Schools retain the basic entitlement funding and any Pupil Premium for the pupil. If a child or young person is eligible to receive education support as determined by MAMP, there is an expectation that the school will financially contribute to this. If a child or young person has an EHCP a proportionate amount of the Element 3 funding will be recovered from school.

### **Children with EHCPs**

The SENDAS Managers will provide additional information where necessary to the MAMP for pupils with an EHCP. The FPS framework in this case will operate like the SEND consultation process. The SENDAS managers will select the most suitable placement once the Request for Service submissions have been returned.

The Re-engagement Team will facilitate the placement on behalf of SENDAS. It is expected that SENDAS will include any evolving long term medical condition within the child’s EHCP.

### **Education in a Hospital Setting**

Bolton Impact Trust are the commissioned education providers in Bolton and aim to visit any child or young person admitted to hospital by the third day of their admission to discuss and formulate an appropriate education plan for them. If children are in Yr10/Yr11 the visit should take place on the first day of admission to make appropriate arrangements for commencement of teaching. Once it is judged appropriate for regular teaching to begin a child will be offered at least one teaching session per school day. Depending on circumstances more sessions may be offered, and lengths of sessions may vary.

### **Returning to School**

When a child is ready to be discharged from hospital clinical staff will advise as to when a return to school should be expected. Some children return to school straight away while others require more time before going back. If the child’s home school is in Bolton the school will liaise with the clinical staff and commissioned education provider in producing a Medical Re-integration Plan and an Individual Health Care Plan (IHCP). If clinical staff and the school believe that the child will need additional support in the longer term to access education over and above what the school can provide then a referral to MAMP should be made.

If the child is not resident in Bolton and their home school is not a Bolton school the commissioned education provider and clinical staff will contact the child’s home school and offer advice.

### **Education Arrangements for Children in Tier 4 CAMHS Settings**

Children and young people admitted to hospital for treatment of a mental disorder should be admitted to an environment that is suitable for their needs, and be provided with a routine which allows them to continue their social, personal and educational development and equal access to educational opportunities as their peers.(S131a of the Mental Health Act, Mental Health Act Code of Practice – paras 19.90/1). For children and young people admitted to an inpatient child and adolescent mental health service (CAMHS), education is usually provided alongside a programme of therapeutic activities. It is good practice for education staff to be involved as much as possible in handovers, clinical meetings and care programme approach (CPA) meetings to ensure continuity of care as well as education.

### **Discharge Planning**

Discharge planning is key to successful re-integration for children back into their home schools.

The child’s home school should discuss the child’s needs and how they may be best met with the relevant clinicians. The education provider where a child has been admitted into hospital for a mental disorder is responsible for ensuring that the child’s Local Authority is made aware the child has been admitted. In practice this is generally achieved by liaison with the child’s home school. Effective collaboration between teaching staff and health professionals is essential to promote continuity of care and of education. Education staff need relevant information about the child’s care and support needs while in school and appropriate arrangements should be in place and recorded relating to this in the child’s Individual Health Care Plan (IHCP) and their Medical Re-integration Plan (MRP).

### **Registration**

Children with medical needs will already be on a school roll. On the occasion a child then attends an AP registered as a school they will be dual registered for the days they attend the AP and in this case the AP will be the child’s subsidiary placement and must not be recorded as the child’s main placement. In the event the child is referred and is not on the roll of a school the AP school will place the child on roll as their main placement. Where a child is accessing a home tuition service and is already on the roll of a school the child can be marked as a B for the sessions they actually receive that home tuition. Where home tuition is part of a mixed package where the child is accessing learning on site as well as at home delivered by one AP, the child if already on the roll of their main school should be dual registered with the provider as a school unless the provider is not registered as a school.

On occasions a child with long term serious medical needs, may not improve over time and may indeed deteriorate and where a return to school is not possible before school leaving age, can be removed from their main school, and placed on the roll of the AP school in a timely manner under the Education Regulations 2006 Regulation 8 sub section (g) if supported by a paediatrician’s report and agreed by the LA Multi Agency Medical Panel (MAMP). Children who are placed in medical provision in Yr11 will not be removed from school rolls and will remain single or dual registered dependent upon the registration of the status of the AP.

### **AP Standards, Quality Assurance and Monitoring**

School retains responsibility for ensuring that the AP meets H&S and Safeguarding National Standards. Independent schools are inspected by the ISI/Ofsted, AP Academies and Free Schools are inspected by Ofsted. In all AP, schools should ensure that their pupils have good outcomes, and that AP is part of a broad and relevant curriculum. The Re-Engagement Team and the AP will liaise with schools to ensure this is the case.

## **Permanent Exclusions**

Please see attached Permanent Exclusion Process – appendix 2

The LA does not have to provide alternative provision for children who are below or above statutory school age.

In order to discharge its duties and provide access to full-time education by day 6 of a permanent exclusion the Re-Engagement team will utilise the AP FPS framework and issue ‘Requests for Service’ to all providers in the relevant lots. It is important that the placement is available to start from day 6 and therefore it is imperative that schools inform the Re-engagement Team of the permanent exclusion at the time of the exclusion and complete and submit the relevant LA documentation: Notice of a Permanent Exclusion (appendix 3) – Pupil Information for Day 6 Placement (appendix 4).

The Education Access Officer will contact the Head Teacher to discuss the permanent exclusion and explore alternatives with the school. If the decision is to proceed with the permanent exclusion, the Education Access officer will then follow the Tendering process outlined in 2.1 of this document.

### **Children with EHCPs**

Where a school moves to permanently exclude a child with an EHCP the SENDAS Managers should be informed by the school along with the Re-Engagement Team. Schools should as far as possible avoid permanently excluding children with EHCPs. As per the SEND Code of Practice 2015 schools should call an early Annual Review or an emergency interim review to discuss the child’s current placement prior to issuing a permanent exclusion.

In the event the permanent exclusion goes ahead the SENDAS Managers will liaise directly with the Re-Engagement Team and give details of the AP placement they require and the needs of the child. The SENDAS managers will select the most suitable placement in the relevant lot once the Request for Service submissions have been returned. The Re-Engagement Team will facilitate the placement on behalf of SENDAS.

### **Looked After Children**

Where a looked-after child (LAC) is likely to be subject to a suspension or permanent exclusion, the Designated Teacher (DT) should contact the local authority’s VSH as soon as possible. The VSH, working with the DT and others, should consider what additional assessment and support need to be put in place to help the school address the factors affecting the child’s behaviour and reduce the need for suspension or permanent exclusion. Where a school moves to permanently exclude a Looked After Child the Virtual School Head (VSH) should be informed by the school along with the Re-Engagement Team. As corporate parents Bolton Council wishes to avoid the permanent exclusion of Looked After Children and will engage in discussion with the Head Teacher of the child’s school.

### **Registration**

When a child is permanently excluded they remain on the roll of their school throughout the exclusion process which includes the governors meeting (GDC) which should be held within 15 school days to consider the exclusion. [ If the governors decide not to reinstate the child parents have the right to ask for the governor’s decision to be reviewed by an Independent Review Panel (IRP) within 15 days of receiving the letter detailing the governor’s decision]. From day 6 of the permanent exclusion the child should have been placed in AP / school\* by the LA. From day 6 the child will be dual registered with their school as main and the AP school\* as subsidiary. The child will become single registered with the AP / school\* if they are not reinstated following GDC or IRP.

### **AP Standards, Quality Assurance and Monitoring**

Independent schools are inspected by the ISI/Ofsted, AP Academies and Free Schools are inspected by Ofsted. The Re-Engagement Team through the AP DPS Framework and Commissioning QA will ensure that pupils have good outcomes, and that AP is part of a broad and relevant curriculum. Any concerns will be reported back to the QA panel and APs can be suspended or removed from the Framework for serious breaches.

## **Exceptional Cases – SEND**

The SENDAS Managers may decide that a short-term placement in AP is in the best interests of a child with an EHCP or that a longer-term placement is suitable for a young person with an EHCP in KS4. The SENDAS can name the AP in the child’s EHCP, although the DfE state that this should not become custom and practice. Currently the Head of Inclusion and the Re-Engagement Team oversee access to AP for the LA in order to track the number of places, in particular high needs places, the cost and outcomes for children and young people. The SENDAS Managers will liaise directly with the Re-Engagement Team and give details of the AP placement they require and the needs of the child. The SENDAS managers will select the most suitable placement in the relevant lot once the Request for Service submissions have been returned. The Re-Engagement Team will facilitate the placement on behalf of SENDAS.

### **Registration**

The vast majority of children with EHCPs in AP will already be on a school roll. Where a child then attends an AP registered as a school they will be dual registered for the days they attend the AP and in this case the AP will be the child’s subsidiary placement and must not be recorded as the child’s main placement. In the event the child is referred and is not on the roll of a school the AP school will place the child on roll as their main placement. Where a child is accessing a home tuition service and is already on the roll of a school the child can be marked as a B for the sessions they actually receive that home tuition. Where home tuition is part of a mixed package where the child is accessing learning on site as well as at home delivered by one AP school, the child if already on the roll of their main school should be dual registered with the provider as a school unless the provider is not registered as a school.

### **Off-Rolling**

Schools must not remove students with EHCPs who have been placed in AP by SENDAS from their school rolls and onto the single roll of AP. The exception to this is if the SENDAS Manager decide to name an AP as the main education placement in an EHCP or in instances where the Head of SEND has determined that the child needs to be placed in AP as single registration. The SENDAS will inform schools of any decision to do so through the AR process.

### **Exceptional Cases – LAC**

It may become necessary for a child or young person who is Looked After to be placed in AP. In such cases the VSH will discuss their requirements with the Head of Inclusion and Re-engagement team. The Re-engagement team will use the AP DPS Framework to place the child or young person.Where a LAC is placed in AP, the Virtual Head oversee the placement and ensure progress is monitored and regularly reviewed.

# **Exit from AP Currently**

## **Fair Access Protocol**

The Fair Access Protocols (FAP) exist to ensure that vulnerable children and those having difficulty securing a school place in year, are allocated a place as quickly as possible. Children who are currently in alternative provision or who have been permanently excluded and have been deemed suitable for mainstream education will be supported by the Education Access Officer to express preferences for a school place through the in-year admissions route. Where schools are at capacity or have already taken a large number of reintegration’s or FAP pupils, these cases will be referred into the IYFA panel for a decision under 3.17d (School Admissions Code 2021). Children can be placed by FAP even if a school is full.

## **Applying for a School – Parents/Carers**

The Parents/carers of a child who has been permanently excluded can apply for a school place under the normal admissions arrangements and in most cases appeal if the school is full.

There are some cases where a school can refuse admission even if it has places available:

* twice permanently excluded children within two years of the last exclusion.
* children with challenging behaviour but have not met the twice excluded rule.

Schools should refer these children to the Re-engagement Team/Admissions Team to be considered under FAP.

## **Children with EHCPs**

The SENDAS team will decide the future placements of children with EHCPs and will work with the APs and Re-engagement Team to facilitate a smooth transition to the child’s destination of choice.

## **Children who are Looked After**

Social Care may take the decision for a child or young person to leave Bolton and therefore move education placements at short notice due to other contributing factors in the child’s life. In such cases the AP and Re-engagement team will work with the VSH to facilitate a smooth transition to the child’s new school/education placement. Placements in AP for children Yr1-Yr10 should not be long term and should be used as a flexible option to support the child’s mainstream school placement.

# **Reviewing pupil progress**

The Re-engagement Team will regularly review pupil placements meeting termly with AP leads to monitor and record pupil progress. The reviews will take into account attendance, behaviour, engagement in and attitude to learning and appropriateness for a return to mainstream. Pupil logs will be kept for each AP and updated following reviews to record and monitor progress and actions.

All pupils in AP will be expected to have an Individual Intervention/Learning plan. APs will be expected to produce both academic progress reports and reports about progress towards the re-integration into mainstream school.

Officers from the Re-engagement Team will regularly visit all APs to monitor pupil progress and ensure close working relationships are maintained with providers and pupils. Where a pupil is transitioning back into mainstream school the Re-engagement Officer and the AP will work closely with the receiving school to ensure they understand the child’s needs and appropriate support is in place to assist the transition.

* For pupils with an EHCP, the SENDAS officer will be responsible for monitoring and reviewing the placement and will work closely with the family and AP to determine such a point the child is able to return to mainstream school.
* For pupils who are LAC, the Virtual Head will be responsible for ensuring placements are monitored and progress reviewed regularly.

# **Quality Assurance**

AP settings on the FPS Framework will be subject to Quality Assurance and contract monitoring through Childrens Services Quality Assurance Team. This will comprise of 2 full on-site Quality and contract monitoring visits each year along with the submission of termly QCM data returns. Any issues or concerns raised as a consequence of the QA will be escalated to the Head of Inclusion and Assistant Director for Inclusive Education, and raised at the SEND and AP Quality Assurance monitoring group.

Placements in AP will be monitored through the Re-Engagement Team and a live tracker will be kept with details of all placements commissioned by the LA. The live tracker will be updated as and when pupils are admitted or leave AP and provide information about pupil characteristics, SEN status, start date, attendance and social care involvement. The Education Access Officer will meet regularly with the Head of Inclusion to monitor numbers in each setting and review capacity across the system.

# **The Future of AP in Bolton**

It is the LAs intention to work with schools and providers to create a continuum of AP and vocational training which is flexible, short-term, affordable and improves outcomes for children and young people and also helps them to maintain school places as part of their inclusive practice. The LA will use the AP DPS Framework to commission new provision in order to meet their responsibilities and increase the offer of AP available for Boltons schools.

# **Appendix 1:** **Supporting CYP with Medical Needs in an Education Setting**

Case heard at panel, outcome feedback to child and their family and the lead professional

Supporting Children and Young People with Medical Needs within an Educational Setting

School collates all relevant information including medical report, IHCP and EHA and sends to [inclusion@bolton.gov.uk](mailto:inclusion@bolton.gov.uk)

Healthcare professionals complete a report detailing the reasons why the pupil is unable to access school due to medical needs

Team identifies training needs of school staff and consider wider support to meet the needs of the child/young person in continuing to access their education.

School implements additional support, with advice from medical professionals and other agencies.

School refers to their policy for supporting pupils with medical conditions

School to ensure quality first teaching and SEN support is considered, assessed and embedded

School evaluates success of intervention via assess, plan do, review – if not able to meet identified needs escalate to medical panel.

Lead professional to schedule a Multidisciplinary meeting under Early Help principles

School Process

Health Process

School completes an Individual Health Care Plan in collaboration with the child, their family and professionals

Public Health Nursing and Healthcare professional e.g. GP, paediatricians or CAMHS practitioners, should notify the school nurse when a child has been identified as having a medical condition either physical or emotional wellbeing/mental health need that will require additional support at school.

# **Appendix 2: Permanent Exclusion Process**

**Pupils with an EHCP** – School must call an early Annual Review – SENDAS manager and Re-engagement Team must be informed

**LAC Pupils** – School should inform Virtual School Head immediately as corporate parent and avoid P’Ex for LAC pupils where possible

**Day 1**

School inform Local Authority of permanent exclusion.

Send the Notification of Permanent Exclusion form to [inclusion@bolton.gov.uk](mailto:inclusion@bolton.gov.uk)

Complete and send relevant document to [inclusion@bolton.gov.uk](mailto:inclusion@bolton.gov.uk)

* Re-engagement Team Day 6 Placement form
* Attendance Certificate for current and previous academic year
* Current grades and, if applicable, GCSE courses

**The LA has a statutory duty to provide education from Day 6. This cannot be done if the relevant information is not received from schools.**

DPS Framework Request for Service completed and sent to all providers in relevant Day 6 Permanent Exclusion lots.

Provider identified who most able to meet the needs of the pupil on the Request for Service.

LA may approach a provider directly if there is a specific requirement for the pupil.

The LA retain responsibility for ensuring that the AP meets H&S and Safeguarding National Standards, through the DPS Framework Agreement.

The Re-engagement Team will monitor and review the placement regularly to ensure the pupil is making good academic progress.

Once the pupil is able to re-integrate back into mainstream school, they will be placed in a mainstream school through IYFA panel.

# **Appendix 3: Permanent Exclusion Process Notification**

Logo, company name

Description automatically generated

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| **NOTIFICATION OF PERMANENT EXCLUSION** |

|  |
| --- |
| **This form *must* be completed and sent to** [**inclusion@bolton.gov.uk**](mailto:inclusion@bolton.gov.uk) **on the day that the**  **decision has been made to permanently exclude,**  **in order for the Local Authority to comply with statutory guidance.** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Child Details** | | | | | |
| **Full name:** | | |  | | |
| Date of birth: |  | | | Year group: |  |
| UPN: |  | | | ULN: |  |
|  | | | | | |
| School: | |  | | | | |
| Key contact in school: | |  | | | | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Attention!** | | | | | | | | |
| Does the child have an EHCP? | | Yes / No | | | | Is the child LAC? | | Yes / No |
| If the child has an EHCP and/or is LAC, please speak to Paula Andrews (01204 332250 / 07795 265802)  and the following additional Bolton LA staff to discuss. | | | | | | | | |
| EHCP: | SEND Assessment Service – 01204 338653 | | | | | | | |
| LAC: | Lindsay Nelson (Virtual Head) – [Lindsay.nelson2@bolton.gov.uk /](mailto:Lindsay.nelson2@bolton.gov.uk%20/) 07385 361924 | | | | | | | |
|  | | | | | | | | |
| Does the child have a social worker?: | | | Yes / No | | | | | |
| If ‘Yes’, please provide contact details: | | | Name: | |  | | | |
| Email: | |  | | | |
| Telephone: | |  | | | |
| Please confirm that you have informed the social worker: | | | | | | | Yes / No | |
|  | | | | | | | | |
| Does the child have an open Early Help?: | | | | Yes / No | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| If ‘Yes’, please provide contact details for Lead Professional: | | Name: |  |
| Email: |  |
| Telephone: |  |
|  | | | |
| Any known risks for professionals: |  | | |
|  | | | |

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| **Exclusion Details** | | | | | | | | | | | | |
| **1st Day of permanent exclusion:** | | | |  | | | | | | | | |
| **DfE reason(s) for exclusion:**  **Please note these MUST match what is entered on SIMS**  ***and* on the Permanent Exclusion notification letter to parents.** | | | | | | | | | | | | |
| *Please indicate the* ***main*** *reason that you will be using on SIMS.* | BU – Bullying | | | |  | | DB – Persistent disruptive behaviour | | SM – Sexual misconduct | | | |
| DM – Damage | | | |  | | PP – Physical assault against a pupil | | TH – Theft | | | |
|  | DA – Drug & alcohol related | | | |  | | PA – Physical assault against an adult | |  | | OW – Use of or threat of use of an offensive weapon or prohibited item |
| RA – Racist Abuse | | | |  | | LG – Abuse against sexual orientation and gender identity | |  | | VA – Verbal abuse/ threatening behaviour against an adult | |
|  | MT – Inappropriate use of social media or online technology | | |  | | DS – Abuse relating to disability | |  | | VP – Verbal abuse/ threatening behaviour against a pupil | |
| PH – Wilful and repeated transgressions of protective measures in place to protect public health | | | | | | | | | | | |
| *Please tick up to* ***two*** *additional reasons that you will be using on SIMS.* | BU – Bullying | | | |  | | DB – Persistent disruptive behaviour | | SM – Sexual misconduct | | | |
| DM – Damage | | | |  | | PP – Physical assault against a pupil | | TH – Theft | | | |
|  | DA – Drug & alcohol related | | | |  | | PA – Physical assault against an adult | |  | | OW – Use of or threat of use of an offensive weapon or prohibited item |
| RA – Racist Abuse | | | |  | | LG – Abuse against sexual orientation and gender identity | |  | | VA – Verbal abuse/ threatening behaviour against an adult | |
|  | MT – Inappropriate use of social media or online technology | | |  | | DS – Abuse relating to disability | |  | | VP – Verbal abuse/ threatening behaviour against a pupil | |
| PH – Wilful and repeated transgressions of protective measures in place to protect public health | | | | | | | | | | | |
| Summary of incident: | | |  | | | | | | | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Parent/Guardian Details** | | | | | | | | | | |
| Title: | |  | | | Name: | |  | | | |
| Relationship: | | |  | | | Parent/Guardian Email: | | |  | |
| Tel 1: |  | | | | | | | Tel 2: | |  |
| Address: | | | |  | | | | | | |

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| --- | --- |
| **Form Completed By** | |
| Name: |  |
| Signature: |  |
| School / Provision: |  |
| Date: |  |

# **Appendix 4: Pupil Information for Day 6 Placement**

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| **PUPIL INFORMATION FOR DAY 6 PLACEMENT – SECONDARY** |

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| **This form *must* be completed and sent to** [**inclusion@bolton.gov.uk**](mailto:inclusion@bolton.gov.uk) **within 48 hours of the**  **Notification of Permanent Exclusion being issued,**  **in order for the Local Authority to comply with statutory guidance.** |

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| **Referrer** |
| Paula Andrews, Education Access Officer, Bolton Council, North Campus, Smithills Dean Road, Bolton,  BL1 6JT – 01204 332250 – [paula.andrews@bolton.gov.uk](mailto:paula.andrews@bolton.gov.uk). |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Student Information** | | | | | | | |
| Full name: | |  | | | | | |
| Date of birth: |  | | | Age: | |  | |
| Gender: | | Male | | Female | | Year Group: |  |
| Any previous name(s): | |  | | | | | |
| School: |  | | | Key contact: | |  | |
| UPN: | |  | | | | | |
| Main home address  (including postcode): | |  | | | | | |
| Who does student live with: | |  | | | | | |
| Other home address (if applicable) & explanation: | |  | | | | | |
| Ethnicity: |  | | | First language: | |  | |
| Immigration Status: | |  | | | | | |
| Social Care involvement: | | YES / NO | Social Worker name and contact details: | |  | | |
| Child Protection register: | | YES / NO | Contact details: | |  | | |
| Looked After: | | YES / NO | Placement details: | |  | | |
| Special Guardianship: | | YES / NO | Details: | |  | | |
| Open Early Help: | | YES / NO | If Yes, date of last review: | |  | | |
| Lead Professional (name & contact details): | |  | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Parent/Carer Details** | | | |
| Name: |  |  |  |
| Order of Priority (for updates & in case of an emergency): | 1st | 2nd | 3rd |
| Relationship to student: |  |  |  |
| Address: |  |  |  |
| Home telephone: |  |  |  |
| Mobile: |  |  |  |
| Work number: |  |  |  |
| Place of work: |  |  |  |
| Usual work hours: |  |  |  |
| Email address: |  |  |  |
| First language: |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Additional Needs** | | | | | | |
| Medical: | | | | | | |
|  | | Comments | | | | |
| Hearing: |  |  | | | | |
| Vision: |  |  | | | | |
| Speech & Language: |  |  | | | | |
| Specific Learning Difficulties: |  |  | | | | |
| Autistic Spectrum Disorder: |  |  | | | | |
| ADHD: |  |  | | | | |
| Other (please specify): |  |  | | | | |
| SEN: | EHCP | | | School Support | | ILP / PEP |
| Date of last SEN meeting: |  | | Date of last review: | |  | |
| Additional medical conditions & any medication or special provision required: |  | | | | | |
| GP name & address: |  | | | | | |
| Social: | | | | | | |
|  | | Contact Details | | | | |
| Early Intervention Team: |  |  | | | | |
| CAMHS: |  |  | | | | |
| Educational Psychology: |  |  | | | | |
| Youth Offending Team: |  |  | | | | |
| Project 360º: |  |  | | | | |
| Fortalice: |  |  | | | | |
| Behaviour Support Service: |  |  | | | | |
| Targeted Early Help Team: |  |  | | | | |
| Other: |  |  | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Education Details** | | | | |
| **Please note you *must* attach the child’s last academic report, behaviour report and attendance report.** | | | | |
| Academic attainment: | | | | |
|  | Key Stage 2 SATs | | Current Grade | Exam Board |
| English: |  | |  |  |
| Maths: |  | |  |  |
| Science: |  | |  |  |
| Curriculum options: | | | | |
| Subject | Qualification  & Current Grade | | Subject | Qualification  & Current Grade |
|  |  | |  |  |
|  |  | |  |  |
|  |  | |  |  |
|  |  | |  |  |
|  |  | |  |  |
| Learning Profile: | | | | |
| Attendance % (year to date): | |  | | |
| Does the pupil participate in any extra-curricular activities: |  | | | |
| Please list any strategies used in school that have had a positive impact: |  | | | |
| Other experience: | | | | |
| Any college course / work experience or alternative education (with contact names): |  | | | |

|  |  |  |
| --- | --- | --- |
| **Pupil Profile** | | |
| Please complete this section with a detailed overview of the pupil’s strengths and challenges. Please highlight the pupil’s main presenting issues in school, eg how they behave in class, with their peers and teachers, in social times and any issues in the community. Please also highlight the pupil’s strengths, any subjects they particularly enjoy and any extra-curricular activities they engage in. This information is vital in helping the alternative providers to assess whether they are able to meet the needs of this pupil prior to placement.  (The box below will expand when completed electronically.) | | |
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| **Risk Assessment:** | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
|  | Does this student pose any significant risk of harm to staff and/or other students? (eg Have they been known to carry a knife in the community, etc). if so, please give detail below. | | | | | | | | | | | | |  |
|  |  | | | | | | | | | | | | |  |
|  | Are you aware of any students currently attending alternative provision with whom this child is known to associate? If so, please name AP but **do not** name the child(ren) at this stage. | | | | | | | | | | | | |  |
|  |  | | | | | | | | | | | | |  |
|  | ***APs – Please ensure you have contacted all professionals involved with this child***  ***prior to admission.*** | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | | | |
| **STAGE 1: a) Assessing Risk to Health and Safety** | | | **No** | | **Low Risk** | | | **High Risk** | | | **Comments** | | | |
| 1 | | Child has been known to assault another pupil |  | |  | | |  | | |  | | | |
| 2 | | Child has been known to assault an adult |  | |  | | |  | | |  | | | |
| 3 | | Assault led to Actual Bodily Harm |  | |  | | |  | | |  | | | |
| 4 | | Assault involved weapons/objects |  | |  | | |  | | |  | | | |
| 5 | | Assault led to medical treatment |  | |  | | |  | | |  | | | |
| 6 | | Child has been known to threaten other children |  | |  | | |  | | |  | | | |
| 7 | | Child has been known to threaten adults |  | |  | | |  | | |  | | | |
| 8 | | Children have had time off school as a result of assaults |  | |  | | |  | | |  | | | |
| 9 | | Adults have had time off as a result of assaults |  | |  | | |  | | |  | | | |
| 10 | | Child has been known to use offensive language |  | |  | | |  | | |  | | | |
| 11 | | Child has committed criminal offence |  | |  | | |  | | |  | | | |
| 12 | | There has been police involvement in previous incidents |  | |  | | |  | | |  | | | |
| 13 | | Child has been known to self harm |  | |  | | |  | | |  | | | |
| 14 | | Child has been known to damage property |  | |  | | |  | | |  | | | |
| 15 | | Child has been restrained (using known PI) |  | |  | | |  | | |  | | | |
| 16 | | Evidence child is unaware that their actions are unacceptable |  | |  | | |  | | |  | | | |
| 17 | | Evidence to suggest previous unacceptable behaviour is likely to reoccur |  | |  | | |  | | |  | | | |
| 18 | | Professionals report details of risk of physical violence |  | |  | | |  | | |  | | | |
| 19 | | Child has made allegations against a member of staff |  | |  | | |  | | |  | | | |
| 20 | | Parent/guardian has made allegations against a member of staff |  | |  | | |  | | |  | | | |
| 21 | | Parent/guardian has been known to be aggressive/abusive towards staff |  | |  | | |  | | |  | | | |
| **STAGE 1: b) Assessing Risk to Health and Safety** | | | | **No** | | **Maybe** | | | **Yes** | | | **Comments** | | |
| 1 | | Child has involved others in CSE | |  | |  | | |  | | |  | | |
| 2 | | Child has been victim of CSE | |  | |  | | |  | | |  | | |
| 3 | | Child has been involved with County Lines | |  | |  | | |  | | |  | | |
| 4 | | Child has been known to pull hair, kick, bite | |  | |  | | |  | | |  | | |
| 5 | | Child can be encouraged to leave area of conflict | |  | |  | | |  | | |  | | |
| 6 | | Child requires medication during the day | |  | |  | | |  | | |  | | |
| 7 | | Child presents known health risk | |  | |  | | |  | | |  | | |
| 8 | | Inoculation is required | |  | |  | | |  | | |  | | |
| **STAGE 2: Resource Requirements and Support** | | | | **Not needed** | | | **May be needed** | | | **Essential** | | | **Comments** | |
| 1 | | Attendance of trained Support Assistant | |  | | |  | | |  | | |  | |
| 2 | | Availability of suitable staff to meet child’s medical needs | |  | | |  | | |  | | |  | |
| 3 | | Training for all relevant staff on dealing with forms of challenging behaviour identified by Risk Assessment | |  | | |  | | |  | | |  | |
| 4 | | Reduced class size | |  | | |  | | |  | | |  | |
| 5 | | Supervision during unstructured time | |  | | |  | | |  | | |  | |
| 6 | | Specialist training for Physical Intervention | |  | | |  | | |  | | |  | |
| 7 | | Specific teaching materials and resources | |  | | |  | | |  | | |  | |
| 8 | | Sufficient extra staff for effective early intervention (mentors or other professionals specifically employed to ‘include’ pupils whose behaviour may challenge) | |  | | |  | | |  | | |  | |
| 9 | | YOT referral | |  | | |  | | |  | | |  | |
| 10 | | Support from Social Care | |  | | |  | | |  | | |  | |
| 11 | | Support from CAMHS | |  | | |  | | |  | | |  | |
| 12 | | Multi-agency support/outreach | |  | | |  | | |  | | |  | |
| 13 | | Other – please state: | |  | | |  | | |  | | |  | |

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| --- |
| **Please attach attendance certificate, behaviour log and attainment record for the last two years, including teacher assessed levels. This will enable the Local Authority to place the child appropriately.** |

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| **Form Completed By** | |
| Name: |  |
| Signature: |  |
| School / Provision: |  |
| Date: |  |

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| --- | --- |
| **Signed Off By** | |
| **NB This *must* be signed off by the Head Teacher.** | |
| Name: |  |
| Signature: |  |
| Date: |  |

*Please return to:* [*inclusion@bolton.gov.uk*](mailto:inclusion@bolton.gov.uk)

# **Appendix 5: Exclusions process flowchart**

