



# AP Handbook

## Alternative Provision Details

October 2022

Updated September 2024

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## Introduction

The Bolton family believes that every pupil should primarily be educated within mainstream settings. It is expected that schools will utilise all available resources to empower pupils to reach their potential and achieve best outcomes within a full time, mainstream place.

It is recognised however, that some pupils may need additional support to overcome barriers to learning and alternative provision should be considered as a **short-term intervention** where they are experiencing difficulties accessing the mainstream curriculum offer. This may include issues relating to social, emotional and mental health, behaviour and attendance.

All pupils should be helped and encouraged to achieve or exceed the standards of a good education. Schools should recognise any issues or barriers, and hence a potential requirement for alternative provision, as early as possible.

There should be an increased focus on early assessment and identification of a pupil's needs before his or her behaviour has deteriorated to the extent that exclusion is the only option.

## What is Alternative Provision (AP)?

The DfE define Alternative Provision as follows ([Arranging Alternative Provision - guide for LAs and schools](#)):

- Education arranged by local authorities for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education;
- Education arranged by schools for pupils on a suspension;
- Education for pupils being directed by schools to off-site provision to receive education intended to improve their behaviour.

AP providers can offer high quality off-site tutoring or therapeutic intervention services to meet children and young people's varied and complex needs. By using alternative provision, programmes of learning can be designed to meet the needs and interests of the individual pupil. This makes it more likely that they will engage with learning and succeed in education.

## Use of Alternative Provision

Schools can use such provision to provide targeted support where a pupil is at risk of exclusion, or to re-engage pupils in their education. The placement should focus on enabling them to overcome any barriers to learning they may have and to assist them back into mainstream education or into a sustained post-16 destination.

As soon as a suitable placement is identified, the commissioner and alternative provision setting should agree the nature of the intervention, its objectives, reintegration and the timeline to achieve these objectives. The provider should set this out in a personalised plan for the child. Regular review dates (at least half-termly) between the commissioner and the provider should be built in to monitor the child's progress against objectives and to consider any changes that may be necessary to ensure the placement is successful. The provider should be responsible for advising commissioners on any necessary changes and next steps to support transitions. ([Arranging Alternative Provision - guide for LAs and schools p15](#))

In general, most pupils will access a program of alternative provision on a part-time basis (e.g. half a day, one day a week) alongside the school's core curriculum offer. However, there are some pupils who may be timetabled with an external provider on a full-time basis. Full and part-time education should still aim to achieve good academic attainment particularly in English and maths and be given the opportunity to take appropriate and accredited qualifications that help them to progress into further education or training.

Alternative provision should be good quality, registered where appropriate, and delivered by high quality staff with suitable training, experience and safeguarding checks. It should have clearly defined objectives relating to personal and academic attainment. To help minimise disruption to a pupil's education, it should complement and keep up with the pupil's current curriculum, timetable and qualification route. If a pupil is referred to off-site provision on a part-time basis, they should attend school as usual on the days on which they are not in the alternative provision.

## What is Good Alternative Provision (AP)?

Good alternative provision is that which appropriately meets the needs of pupils and enables them to achieve good educational attainment on par with their mainstream peers. Provision will differ from pupil to pupil, but there are some common elements that alternative provision should aim to achieve, including:

- Good academic attainment on a par with mainstream schools – particularly in English, Maths
- That the specific personal, social and academic needs of pupils are properly identified and met in order to help them overcome any barriers to attainment.
- Improved pupil motivation and self-confidence, attendance and engagement with education

- Clearly defined objectives, including the next steps following the placement such a reintegration into mainstream education, further education, training or employment.

## DfE Registrations Requirements

Alternative Provision can either be registered with the DfE or unregistered. Commissioners should ensure that they do not place children with an unregistered provider if that would mean that the setting would need to be registered as an independent school. Alternative providers must register with the DfE if they provide full time education for:

- Five or more pupils of compulsory school age
- One or more pupils of compulsory school age with an education, health and care plan or
- One or more pupils of compulsory school age who are looked after.

If a provider does not meet any of these criteria – for example, by only providing part-time education – there is no need to register. Schools can use unregistered Alternative Provision; however, they should assure themselves that the provider is not operating as an unregistered independent school before commissioning a place. If a child's sole source of education is the unregistered AP, the AP may be deemed to be providing full time education for that child. If you suspect a provider is potentially operating as an unregistered independent school, please contact the Head of Inclusion on [inclusion@bolton.gov.uk](mailto:inclusion@bolton.gov.uk) to discuss further.

## 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 an EHCP) 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). 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 – this can be found at [Arranging Alternative Provision - guide for LAs and schools](#)

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.

## Alternative Provision Directory

Bolton has a strong framework of alternative education providers. Providers who are on the framework are subject to minimum requirements and annual checks. Schools can use providers on the framework but can also commission provision from other providers. Providers are clearly indicated as 'on' or 'off' framework within the directory. The commissioning school is ultimately responsible for the provision they put in place. As such the commissioner, prior to placement, should always conduct their own due diligence to assess whether the provision is safe, offers high quality education and is suitable for meeting the child's individual needs. ([Arranging Alternative Provision - guide for LAs and schools](#) p14)

The directory makes it easier for schools to identify provision and shows information such as courses available, ages, location and outcomes.

## What schools should know?

Responsibility for the alternative provision used rests with the school commissioning the placement. Commissioning schools should carefully consider what providers are available that can meet the needs of their pupils, including the quality and safety of the provision, costs and value for money.

The school commissioning the placement should maintain ongoing contact with the provider and pupil, with clear procedures in place to exchange information, monitor progress and provide pastoral support. The pupil remains on roll at the school and the school is responsible for monitoring the attendance and safeguarding of the pupil.

The school commissioning the placement should maintain a full record of all placements they make, including a pupil's progress, achievements and destination following the placement. This should also include the pupil's own assessment of their placement.

It is the commissioning school's responsibility to fund the provision and make arrangements for payments to providers.

## Suggested commissioning checklist

- Check the registration status of each provider and whether they should be registered.
- Check provider's policies and procedures:
- Behaviour / attendance policy
- Curriculum plans, schemes of work and student assessment procedures

- Anti-bullying policy
- Arrangements to safeguard and promote the welfare of pupils.
- Health and Safety Policy
- Complaint's procedure
- Qualifications and experience of staff
- Arrangements for first aid
- Fire risk assessment and procedures.
- Recruitment and vetting checks for staff and management
- Give providers information about social networking, the use of social media and e-safety making the schools expectations clear.
- Give providers information about the school's expectations for child protection and procedures they should follow if they have a concern about a pupil.
- Give providers information about how the school should be informed of attendance and agree subsequent follow-up of absence.

An example of a commissioning checklist can be found in the [Appendix](#).

## Commissioner responsibilities

Once a placement has been agreed, the school maintains responsibility for:

- Pupil welfare: safeguarding, child protection and ensuring parents and pupil are aware of the arrangements;
- Attendance monitoring and follow-up of absences using a secure on-line attendance and absence reporting system;
- Meeting the needs identified within a child's Education Health and Care Plan;
- Transport arrangements where necessary;
- Where a pupil is eligible for free school meals, this will need communicating to the provider and suitable arrangements made;
- Sanctioning a suspension or permanent exclusion – pupils are legally on the roll of a school and therefore only the pupil's home school can sanction these. However, if a pupil has breached a Provider's code of conduct or poses a health and safety risk to others, the Provider may use their internal procedures to suspend the Pupil from attendance at their provision. Providers should always discuss the use of such a sanction with the pupil's school and agree arrangements during the period of suspension before any action takes place. The provider should notify the school if the placement cannot continue detailing reasons;
- Pupil outcomes – schools commissioning alternative provision must ensure it meets the child's educational and personal needs;
- Maintaining primary contact with parents, unless it has been agreed with the provider that this is delegated;
- Ensuring the child remains a member of the school community, such as involvement with extra-curricular activities, social events, parents' evenings, letters to parents or child, and rewards;
- Careers guidance – schools to ensure pupils receive their full entitlement to careers information, advice and guidance;
- Post 16 destinations, to prevent young people becoming NEET;
- Frequently reviewing ( a minimum of each half-term) pupils' placements so that they have a better understanding of how well pupils are doing and whether the placement continues to meet pupils' evolving needs.

An example [termly review form](#) to assist with this process can be found in the Appendix.

## Inspecting Off-Site Provision – What do Ofsted inspectors look for?

Inspectors must evaluate how well a school continues to take responsibility for its pupils who attend alternative or off-site provision. Inspectors need to be assured that leaders have ensured that the alternative provision is a suitable and safe placement that will meet pupils' academic/vocational/technical needs, pastoral needs and, if appropriate, SEND needs. Inspectors will speak to a selection of pupils who attend off-site provision, where possible, including potentially through video/telephone calls.

Inspectors must ask the school about the registration status of any alternative providers that they use. Any provider of alternative provision must be registered as an independent school if it caters full time for five or more pupils of compulsory school age, or one pupil who is looked after or has an Education, Health and Care (EHC) Plan. If a school uses alternative provision that should be registered but is not, inspectors will carefully consider whether this affects the likelihood that pupils are safeguarded effectively.

Inspectors will normally visit a sample of any part-time unregistered alternative providers during the inspection, as directed by the relevant Ofsted region. This may be completed remotely. This is to assess the adequacy of the school's quality assurance process. Inspectors should visit any registered alternative provision site that Ofsted has not yet inspected to assess the adequacy of the school's quality assurance process.

Inspectors will consider the quality of registered alternative provision using Ofsted's latest inspection report and assess its impact on the overall quality of education for pupils in a proportionate way.

Inspectors will consider:

- The reasons why leaders considered off-site provision to be the best option for the pupils concerned.
- Whether leaders have made the appropriate checks on the registration status of the provision
- What safeguarding checks leaders have made and continue to make to ensure that the provision is a safe place for their pupils to attend
- The extent to which leaders ensure that pupils benefit from a well-planned and sequenced, well-taught, broad and balanced curriculum.
- The attendance and behaviour of the pupils who attend the provision.
- How well the provision promotes the pupils' personal development.

If a school uses a provider that is not registered, the inspector must contact the duty desk so that staff can notify Ofsted's unregistered schools' team. Following the inspection, the team will determine if they need to take further action because there is reasonable cause to believe that the setting is operating as an unregistered school.

A school is likely to be judged 'inadequate' for leadership and management if:

- It is making ineffective or inappropriate use of alternative provision.
- It is using inappropriate alternative provision.
- Leaders have not taken the necessary steps to assure themselves of the suitability of a provision.
- Leaders are not aware of how many of their pupils attend alternative provision.
- Leaders are not taking responsibility for their pupils who attend alternative provision.

## 10 Key Things to Know about Alternative Provision

1. A provider of alternative provision must register as an independent school if it caters full time for five or more pupils of compulsory school age; or one such pupil who is looked after or has an EHCP. A pupil may be deemed to be attending full-time if the AP is the sole provider of their education.
2. Bolton has a strong framework of alternative education providers. Providers on the framework are subject to minimum requirements and annual checks. Schools can use the framework but can also commission provision from other providers. However, the commissioning school or local authority is ultimately responsible for the provision they put in place. As such the commissioner, prior to placement, should always conduct their own due diligence to assess whether the provision is safe, offers high quality education and is suitable for meeting the child's individual needs. ([Arranging Alternative Provision - guide for LAs and schools](#) p14)
3. All learners are entitled to a full-time education (subject to DfE Registration requirements). Learners placed in alternative provision must remain on their school roll unless permanently excluded. Learners should study English and Mathematics as part of their core offer.
4. When deciding to place a learner into an alternative provision setting, commissioners must have regard to the Statutory Guidance (page 13).
5. Schools can arrange alternative provision by referring directly to the provider. If the school is a Special school or involves a pupil with an EHC Plan, the SEND caseworker must be notified.
6. The school is responsible for all associated costs for the alternative provision for learners who have been identified as 'at risk.'
7. Some providers include transport costs but if it is not included, the commissioner must arrange and pay for the service if eligible.
8. Other interventions should have been established before placing a learner into alternative provision. Agreement from all relevant parties is needed to ensure the placement is necessary, appropriate and in the best interests of the learner.
9. Learners in alternative provision require regular reviews (at least half-termly) to assess the ongoing suitability of the placement, to plan for transition back into school or to a post 16 provider. Learners are entitled to receive advice and guidance about their progression route.
10. Learners placed in alternative provision should be given clear objectives linked to outcomes. Schools are responsible for ensuring objectives are met and outcomes are evaluated regularly throughout the placement. At the end of the placement, outcomes should be reviewed to determine the success of the intervention.

# Appendix 1 – Providers

Providers are listed in alphabetical order, or you can jump to specific Primary or Secondary APs from the links below.

Alternative Provision	Primary	Secondary
<a href="#">CommuTree</a>	✓	✓
<a href="#">CSIN</a>		✓
<a href="#">Dragon Group</a>		
<a href="#">EdStart</a>		✓
<a href="#">First Staff Limited</a>	✓	✓
<a href="#">Forwards Centre</a>	✓	
<a href="#">JEP Youth Engagement</a>	✓	✓
<a href="#">Life Lodge</a>		✓
<a href="#">Mayfield House</a>	✓	✓
<a href="#">Navigators</a>	✓	✓
<a href="#">Park School</a>		✓
<a href="#">Progress schools</a>		✓
<a href="#">Purple Ruler</a>	✓	✓
<a href="#">Restarted</a>		✓
<a href="#">The Ark</a>		✓
<a href="#">The Heights</a>	✓	✓
The Nurture Group at <a href="#">COG (Children's Opportunity Group)</a>	✓	
<a href="#">TAO Activities</a>	✓	✓
<a href="#">TMP College</a>		✓
<a href="#">TSOM</a>		✓
<a href="#">Whysup</a>		✓
<a href="#">Youth Challenge</a>		✓

## Appendix

Tuition Providers	Primary	Secondary
<a href="#"><u>Be My Tutor</u></a>	✓	✓
<a href="#"><u>Monarch</u></a>	✓	✓
<a href="#"><u>Next Level Learning</u></a>	✓	✓
<a href="#"><u>Prospero</u></a>	✓	✓
<a href="#"><u>Targeted Provision</u></a>	✓	✓

### Example Documents:

1. [Example Alternative Provision Monitoring and Safeguarding Document Termly Review Framework](#)
2. [Example initial quality assurance checklist for schools](#)

## CommuniTree Outdoor Education Ltd.

CommuniTree Summerseat  
The Island, Woodland, Summerseat, Bury BL9 5PE

CommuniTree Turton Tower  
Turton Tower, Chapeltown Road, Turton, Bolton BL7 0HG

CommuniTree Dunham Massey  
National Trust, Dunham Massey Hall, Altrincham WA14 4SJ

CommuniTree Tottington  
Whittles Cottage, Turton Road, Tottington, Bury BL8 3QQ

0800 086 8837  
[info@communitree.co.uk](mailto:info@communitree.co.uk)



**Head of Centre:** Leanne Rostron

### Provision information

Our Forest School alternative provision long term programmes delivered at our woodland sites are designed for children and young people experiencing barriers to learning in a school setting.

We are experienced in working with children with a range of needs including ASD, ADHD, anxiety and past trauma.

Our child-led therapeutic play approach focuses on:

- providing a natural space of trust and safety
- nurturing children's passions and interests
- developing confidence and resilience
- supporting with coping strategies and self-regulation techniques
- enabling each child to be themselves

Children that have attended our programmes have shown an improvement on both their attainment and attendance at school.

We deliver our programmes throughout the year - experiencing all weathers and seasons. At our Tottington farm site we also offer animal care and horticulture programmes.

**Legal information**

Website: [www.communitree.co.uk/forest-school-alternative-provision](http://www.communitree.co.uk/forest-school-alternative-provision)

Ofsted Report: n/a

On or off Bolton's AP framework: off

Provider type: unregistered alternative provision

DfE Registration number: n/a

Capacity of provision: 10 per site per day

Staff to pupil ratio: 1:5 depending on needs

Maximum number of pupils per class: 10

Accepted age range: 5-16 years

Does the provision have a SENCo? Yes

Are pupils placed on roll at the provision? No

**Qualifications offered**

Subject	Exam Board
Level 1 Introduction to Ethos and Principles of Forest School	AIM
Forest school Bushcraft Horticulture Animal care Life skills	AQA Unit Award Scheme
John Muir's work led to the creation of National Parks. Through our alternative provision, we offer learners the opportunity to gain a John Muir Award. 4 Challenges: Discover; Explore; Conserve; Share	John Muir Award

**Do you offer any off-site provision? No**

### Example timetable

We create play-based opportunities for child-led learning. We enable children to follow their interests to foster intrinsic motivation and curiosity. The activities we deliver include:

- Building dens and shelters
- Nature crafts
- Fire building and cooking
- Woodland games and play
- Drums and song
- Rope work
- Storytelling
- Tool use
- Animal Care
- Horticulture

10am	Meet and Greet
10.15am	Start at the fire circle
10.30am	Games
11am	Snack time
11.30am	Free play or Activities
12.30pm	Lunch time
1pm	Free play or Activities
1.30pm	Story and Music
1.45pm	End at the fire circle
2pm	End of day

### Is transport provided?

No

### Any additional services offered by the provision (e.g. counselling, family support etc)

#### Curriculum-based days

Our curriculum days combine creative play, learning and discovery, where children can experience their classroom topics in the great outdoors.

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## CSIN

84-86 Bradshaw gate BL11QQ  
01204-275-886  
[admin@csinbolton.co.uk](mailto:admin@csinbolton.co.uk)



**Centre Manager:** Melissa Wakes

### Provision information

CSIN is an alternative provision designed to meet the diverse needs of students who may not thrive in traditional educational settings. It focuses on creating a personalised learning experience for each child, emphasising both academic and personal development. At CSIN, the educational journey is tailored through individualised learning plans that are meticulously crafted based on a thorough assessment of each student's strengths, challenges, and learning preferences. This approach ensures that every student receives the support they need to succeed in their unique way.

Building strong professional relationships is a cornerstone of CSIN's philosophy. Educators at CSIN work diligently to establish trust and rapport with their students, understanding that a supportive and respectful relationship is key to effective learning. This connection allows educators to better identify and address the specific needs of each student, fostering a sense of belonging and motivation.

CSIN also prioritises the social and emotional development of its students. CSIN provides a nurturing environment where students are encouraged to develop emotional intelligence, self-confidence, and positive social skills. Through a combination of tailored academic support and focused emotional development, CSIN equips students with the tools they need for holistic success.

### Legal information

Website: [www.csinbolton.co.uk](http://www.csinbolton.co.uk)

Ofsted Report: n/a

On or off Bolton's AP framework: on

Provider type: unregistered alternative provision

DfE Registration number: n/a

Capacity of provision: 25

Staff to pupil ratio: 1:5

Maximum number of pupils per class: 5

Accepted age range: 11-16

Does the provision have a SENCo? Yes

Are pupils placed on roll at the provision? No								
<b>Qualifications offered</b>								
<b>Subject</b>			<b>Exam Board</b>					
Functional skills maths and English Hair beauty Sport and fitness Health and nutrition ICT			Pearsons NCFE					
<b>Do you offer any off-site provision?</b>								
No								
<b>Example timetable</b>								
Red Timetable: KS4								
Lesson	Monday	Tuesday	Wednesday	Thursday	Friday			
9:30am – 9:45am	PFL English Room	PFL English Room	PFL English Room	PFL English Room	PFL English Room			
Lesson 1 9:45am – 10:30am	English	Maths	Art	English	Maths			
<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>			
Lesson 2 10:45am- 11:30am	Maths	English	Hair & Beauty	Maths	English			
Lesson 3 11:30am-12:15am	Hair & Beauty/ Sports & Fitness	Sports & Fitness	Sports & Fitness	Sports & Fitness	Hair & Beauty			
<b>DINNER</b>	<b>DINNER</b>	<b>DINNER</b>	<b>DINNER</b>	<b>DINNER</b>	<b>DINNER</b>			
Lesson 4 1pm – 1:45pm	IT	Health & Nutrition	IT	Health & Nutrition	IT			
Lesson 5 1:45pm-2:30pm	PSHE	Enrichmen t	PSHE	Enrichment	Health & Nutrition			

**Is transport provided?**

Yes

**Any additional services offered by the provision (e.g. counselling, family support etc)**

We offer complimentary sessions in mental health & wellbeing to ensure we help our students with their mental health.

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## Dragon Group

0161 821 0073  
07930234895  
[referrals@dragongrp.co.uk](mailto:referrals@dragongrp.co.uk)



**Headteacher/Principal: Dave Cashman**

### Provision information

At Dragon Group, we inspire and empower young people with personalised educational pathways in safe, inclusive settings. Our centres focus on fostering growth, confidence, and academic success tailored to each learner's unique needs and personal social development.

We provide specialised support for learners with EHCPs, a 1:1 Home Education programme for focused learning, and Functional Skills assessments to create bespoke learning plans. Every step with Dragon Group is a step toward a brighter future.

Our Alternative Education centres offer a supportive, structured environment for young people to thrive. With a focus on academic progress, personal growth, and well-being, we create a safe, inclusive space where every young person can achieve their potential.

### Mentoring and Tutoring Support

Our Mentoring and Tutoring Service combines academic support with personal development to meet each learner's unique needs. Through one-to-one and small-group sessions, we focus on building functional skills, fostering resilience, and boosting confidence. Whether in our centres or through 1:1 home education, our tailored approach empowers young people to achieve their goals and thrive.

### School Intervention Programmes

Our School Intervention Programmes are designed to provide targeted support for young people facing challenges in mainstream education. Through personalised mentoring and tutoring, we help learners re-engage with their studies, build confidence, and develop essential skills. Our flexible approach works in collaboration with schools to meet individual needs, promoting positive outcomes both academically and personally. We have extensive experience in relational practice- working on programmes to repair and restore broken down relationships between the young person and their families, peers or staff within the school. This approach has been very successful in integrating learners back into mainstream settings and avoiding high permanent exclusion rates.

## Legal information

Website: <https://dragon-grp.co.uk/>  
Ofsted Report: N/A  
On or off framework: On  
Provider type: Unregistered Alternative Education Provision  
DfE Registration number: N/A  
Capacity of provision: (In Bolton Provision) 30  
Staff to pupil ratio: 1:3  
Maximum number of pupils per class: 6  
Accepted age range: 11-16  
Does the provision have a SENCo? Yes  
Are pupils placed on roll at the provision? No

## Qualifications offered

Subject	Exam Board
Stepping Stones to Functional Skills Maths and English (E1-L1) Functional Skills Maths (E3-L2) Functional Skills English (E3-L2) Personal and Social Development Employability Occupational Studies- Sports/ Hair & Beauty,	NCFE Open Awards Ascentis

**Example timetable**

Enrichment/Vocational & Hair and beauty timetable

Lesson	Monday	Tuesday	Wednesday	Thursday	Friday
9:00am – 9:30am	Pick up/arrival				
9:30am – 10:30am	Self reflection Mentor time Soft landing				
10:30am – 11:00am	Sports activity Vocational activity				
11:30am – 12:30pm	LUNCH BREAK				
12:30pm – 1:30pm	Enrichment time Community projects Workshops				
2pm	End of day/drop off				

**Is transport provided?**

Yes

**Do you offer any off-site provision?**

Yes, we make use of community and sporting venues within the locality.

**Any additional services offered by the provision (e.g. counselling, family support etc)**

We offer a relational practice-based programme to help 'Relate, Regulate & Repair'. Dragon understands that learners need to feel a sense of security and trust from their teachers and education providers. Without a sense of security students are not able to learn and explore effectively with others. This can in turn lead to behaviour which is defensive or become difficult. This 3 R's programme is designed to navigate important relationships within the YP's life including relationships with family, peers and staff from the school through the oversight of trained mentors and a counsellor.

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## EdStart

**Bolton: Castle Hill Centre:** Frogley Street, Bolton, BL2 2JS (SEN Specialist hub)

**Bolton: Horwich Centre:** Horwich Young People's Centre, Fox Street, Horwich, Bolton, BL6 4NZ (Key Stage 3 and 4 Hub),

**Bolton: Manchester Road Centre:** Orlando House 67 Manchester Road, Bolton, BL2 1ES (Y9-11 GCSE hub and EHCP offer)

**Restart Ed:** (specialist 12 hours per week for 12 weeks SEN profile, tutoring and intervention)

**Centres in Bury, Oldham, Salford and Wythenshawe**



[admin@edstartschools.com](mailto:admin@edstartschools.com)

**Headteacher/Principal: Kevin Buchanan**

### Provision information

EdStart is an Independent School working mainly in the context of alternative provision, with 5 centres across the Northwest and 2 Hubs in Bury. We have held a base in Bolton for over seven years now, working with young people in the 13-16 (Y9-Y11) years age bracket, and since 2021 we have widened our offer to ages 11-16 (Y7-Y11), Salford only. We pride ourselves on working closely with our young people, in small class sizes of 6-8 students to enable them to focus in class and to feel comfortable and gain trust in our staff and educational setting.

EdStart is a registered exam centre that offers a comprehensive curriculum delivering GCSEs in various subjects, as well as BTEC Sport and core subject qualifications in Functional Skills. The offer is tailored to individual pupils based on referral information and post 16 destination targets.

Many of our pupils come with identified and unidentified Special Educational Needs. These pupils and their families deserve the very best guidance and assurances from their school. Because of this and to guarantee we support all children with SEN and EHC Plans the very best we can. In 2019 we developed an SEN team lead by our SENCo, Zoe McCall who is supported by a skilled SEN team.

In September 2020, we opened our Outreach provision. This provision is specifically for students with ECH Plans who need extra support in terms of one-to-one teaching, mentoring and emotional support. Timetables within this provision are tailored to each student's individual needs and tracked with their EHCP outcomes.

The centres are in operation from Monday to Friday and have built strong relationships over the years with Local Authorities including the Bolton Behaviour Support Service, as well as local agencies such as Connexions, to prepare our young people for their next steps. We have educated pupils from our local high schools as well as schools from neighbouring towns, also liaising with other services in the borough. Feedback is given to parents/carers on a weekly basis and schools daily, with end of term reports distributed to highlight projected grades, progress and potential in areas such as attendance and attainment.

### Legal information

Website: [www.edstartschools.com](http://www.edstartschools.com)

Ofsted Report: <https://files.ofsted.gov.uk/v1/file/50072224>

On or off Bolton's AP framework: on

Provider type: Independent School

DfE Registration number: 355/6059

Capacity of provision: Castle Hill 25; Horwich 18; Manchester Road 45; Restart Ed 20+

Staff to pupil ratio: 1:6 (Outreach: 1:1)

Maximum number of pupils per class: 8

Accepted age range: 11-16

Does the provision have a SENCo? Yes

Are pupils placed on roll at the provision? Yes

### Qualifications offered

Subject	Exam Board
GCSE Maths	Edexcel
GCSE Religious Education	Edexcel
GCSE English Literature	AQA
GCSE English Language	AQA
GCSE Biology	AQA
GCSE Art	AQA
Functional Skills English, Maths and ICT	Edexcel
BTEC Sport	Edexcel
Entry Level Science	AQA

<b>Do you offer any off-site provision?</b>						
<b>Type of provision</b>		<b>Curriculum offered</b>		<b>Centre Manager contact</b>		
One to one tuition with Next Level Learning		Maths and English		Karen Talbot 01942 255782		
For Housing Alternative Provision		BTEC Construction / Functional Skills		Lee McDonald 07738 692345		
<b>Example timetable (red)</b>						
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	
<b>9.00 – 9.15</b>	Breakfast check in	Breakfast check in	Breakfast check in	Breakfast check in	Breakfast check in	
<b>9.15-10.05</b>	English	Maths	Biology	Maths	PE Theory	
<b>10.05 – 10.55</b>	Biology	English	Maths	English	English	
<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>	
<b>11.15-12.05</b>	Maths	Biology	RS	PE Theory	RS	
<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	Assembly	
<b>12.35-1.25</b>	Careers	PSHE	PE Practical	Enrichment		
<b>1.25-2.15</b>	Life Skills	Literacy	PE Practical	Enrichment	Lunch 12.35-1.00	
<b>2.15-2.30</b>	Attendance	Learning & Behaviour	Progress	Homework		
<b>Is transport provided?</b>						
Yes. We can organise taxi/minibuses at the request of referrer.						

**Any additional services offered by the provision (e.g. counselling, family support etc)**

- Counselling (Staff, pupils, parents)
- Art Therapy
- Careers
- Family pastoral support
- One to one tuition for LAC and SEN

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## 1<sup>st</sup> Staff Limited (National Alternative Provision)

Civic Building, 323 High Street, Epping,  
Essex, CM16 4BZ  
0330 174 8191  
[info@1ststaff.co.uk](mailto:info@1ststaff.co.uk)



**Head of Education: Coren Murley**

### Provision information

1<sup>st</sup> Staff are one of the UK's leading alternative provision providers, working nationwide with specialist staff, helping students from the ages of 4-25 with both therapeutic and educational needs.

We support children and young people who are unable to access education within a school setting. This can be for a variety of reason and can be linked to special educational needs and/or disabilities, young people with or without EHCP's, Social, Emotional and Mental Health (SEMH) needs such as school refusers, anxiety and emotional based school avoidance (EBSA).

Our team has had remarkable success with early intervention work in mainstream schools for pupils at risk of permanent exclusion and interventions for pupils who are refusing or unable to attend school.

### Legal information

Website: [www.1ststaff.co.uk](http://www.1ststaff.co.uk)

Ofsted Report: N/A

On or off framework: On

Provider type: Unregistered Alternative Provision (National)

DfE Registration number: N/A

Capacity of provision: Unlimited

Staff to pupil ratio: Typically, 1-2-1 but flexible depending on risk assessment/requirements.

Maximum number of pupils per class: 1-2-1 or small groups

Accepted age range: 4-25 years of age

Does the provision have a SENCo? Yes

Are pupils placed on roll at the provision? No

**Qualifications offered**

Functional Skills – English & Maths (Registered Pearson Exam Centre)

Arts Awards – All levels

GCSE – English, Maths and Science. Others available on request

ASDAN – Coming soon

**Example timetable**

Bespoke and planned around individual needs. Typical timetable 15 hours per week.

AM 9am – 12.00 Covering English, Maths, PSHE, Art Therapy, Science

Or

PM 12.00 – 15.00 Covering English, Maths, PSHE, Art Therapy, Science

**Is transport provided?**

It is possible, pending risk assessment and tutor availability

**Do you offer any off-site provision?**

Yes. We typically provide tuition in the child's home, local library or community centre

**Any additional services offered by the provision (e.g. counselling, family support etc)**

THRIVE Therapeutic Assessment, Drama Therapy, Mentoring, POST 16, Early Intervention and Reintegration

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## Forwards Centre

Stephen Street, Bolton, BL2 5DX

01204 333660

office.FCA@boltonimpacttrust.org.uk



**Headteacher/Principal:** Dr Christopher Fielding

### Provision information

The Forwards Centre is an alternative educational academy for KS1/2 pupils with social, emotional and mental health (SEMH) needs. All pupils attend full-time and have been excluded or have been at serious risk of exclusion from their mainstream school. Pupils are aged from Y1 to Y6 and typically spend a period in the centre before either returning to mainstream education or moving on to specialist provision.

The centre's values and ethos are built on the trust's founding values of Believe, Inspire and Transform. We believe that all children, regardless of their prior experiences can achieve success. We aim to reconnect often excluded and disengaged pupils with a love of learning and transform that into long-lasting success over time.

Building on these founding values, leaders at the Forwards Centre we have fostered a culture that endeavours to ensure all pupils feel:

- **Safe** - We try never to put a child in a situation which would cause emotional dysregulation.
- **Secure** - We help all children to build secure relationships and long-lasting friendships.
- **Successful** - We provide opportunities for all children to experience success and go home each day with a new set of positive, happy memories.

The Forwards Centre has a two-year rolling programme including reading, writing, maths, science, history, geography, computing, art and music alongside working on an individual basis with each pupil on the personal, social and emotional skills needed to overcome personal barriers to being successful in life. Each child has a personal provision map based on the end points from their education and health care plans (EHCPs) or from advice from a range of professionals such as educational psychologists and occupational therapists.

Reading is a priority for children at the Forwards Centre with each child being thoroughly assessed on arrival. PM Benchmarking is used to ensure a rigorous and sequential approach to developing fluency and confidence in reading. Our pupils access the PM Benchmarking reading scheme. Reading is assessed regularly; every pupil has individual targets to ensure any gaps are addressed and that books are chosen to closely match their next steps.

Time is allocated for reading and all pupils have 1:1 reading sessions with staff where they work on their personal reading targets which may include comprehension at a level that appropriate to them.

Through our 'Forwards Centre Five', we ensure that the curriculum goes beyond the academic and that personal development is woven throughout. The 'Five' include: Contribution and Readiness; Conduct and Morals; Celebrating Similarity and Difference; Caring for Ourselves; and Culture and Creativity. We encourage children to try new things, find a spark and then develop it into an area of strength and success. This provides opportunities for pupils to develop character, confidence and self-esteem with the aim of providing them with the essential knowledge and cultural capital that they need to be educated citizens and develop a fully rounded appreciation of the world around them.

### Legal information

Website: <https://www.boltonimpacttrust.org.uk/forwards-centre/>

Ofsted Report: <https://www.boltonimpacttrust.org.uk/our-academies/forwards-centre/ofsted-report>

On or Off Bolton's AP Framework: On

Provider Type: Registered Alternative Provision Academy

DfE Registration number: 142701

Capacity of provision: 64 full-time pupils

Staff to pupil ratio: 3:9

Maximum number of pupils per class: 9

Accepted age range: KS 1 and 2

Does the provision have a SENCo? Yes

Are pupils placed on roll at the provision? We have a mixture of single and dual registered pupils

### Qualifications offered

Statutory Year 1 Phonics Screening Check

Optional KS1 SATs

Statutory Y4 Multiplication Tables Check

Statutory KS2 SATs

### Do you offer any off-site provision?

No

**Example timetable**

Class.	Monday	Tuesday	Wednesday	Thursday	Friday
AM 1 9.00 - 10.00	Breakfast	Breakfast Spelling Handwriting	Breakfast	Breakfast Spelling Handwriting	Breakfast
	Spelling Handwriting Music	ASSEMBLY	Spelling Handwriting	ASSEMBLY	Reading Phonics Art/PE
AM 2 10.00 - 11.00	Maths/Music	English	English	Maths	English/ Art/PE
	Break Time	Break Time	Break Time	Break Time	Break Time
AM 3 11.00 - 12.00	English/Music	Maths	Maths	English	Maths/Art/PE
PM 1 12.00 - 1.00	Lunch time	Lunch time	Lunch time	Lunch time	PPA
	Class reading Music	Class reading	Class reading	Class reading	
PM 2 1.00 - 2.00	Reading Phonics Music	Reading phonics	Reading phonics	Reading phonics	
PM 3 2.00 - 3.00	Weekly subject focus: History/Geography/Science/PSHE/Computing				

**Is transport provided?**

All admissions are agreed with Bolton LA who arrange transport (subject to eligibility). There may be an additional charge for traded pupils.

**Any additional services offered by the provision (e.g. counselling, family support etc)**

We offer a fortnightly parent/carer drop-in which is facilitated by our trust therapist and parents of ex pupils. This can sometimes lead to parents/carers working 1:1 with our trust therapist.

We also run a programme called 'Who's in Charge' which is an intensive programme aimed at those parents/carers who may at some point be hurt or injured by their child.

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# JEP Youth Engagement

**Business Address:** Unit 7, 3 Digital Quay, Salford, M50 1DR.

**Bolton Provision:** 1 Merchants Place, River Street, Bolton, BL2 1BX

07412 925002/ 07842 426490

info@jepyouthengagement.com



**Director of Provision:** Jason Whittaker

## Provision information

At JEP, we are dedicated to empowering young people to reach their full potential and navigate the complexities of life beyond academics. Our tailored curriculum celebrates diversity, fosters character development, and provides extensive subject knowledge to ignite a love for learning. We prioritise adaptability and resilience, offering pathways that cater to individual needs and talents, supplemented by small class sizes and engaging teaching methods. Our mission is to instil confidence, resilience, and a lifelong passion for learning in every student.

Determined to support young people to fulfil their potential. We're committed to making a positive impact on the lives of young people through dedicated support, to help them to achieve their full potential.

## Legal information

Website: <https://www.jepyouthengagement.co.uk/>

Ofsted Report: n/a

On or off Bolton's AP framework: on

Provider type: unregistered alternative provision

DfE Registration number: n/a

Capacity of provision (Bolton site):

15 Primary during Group sessions per day; 3 - 1:1 per afternoon

42 Secondary during Group sessions per day. 5 - 1:1 per afternoon

Staff to pupil ratio: 1:3

Maximum number of pupils per class: 7

Accepted age range: 4-25

Does the provision have a SENCo? Vacant post

Are pupils placed on roll at the provision? Dual registered

<b>Qualifications offered</b>				
<b>Subject</b>	<b>Exam Board</b>			
Maths	NCFE- Foundation Skills, Level 1 & 2,			
English	NCFE- Foundation Skills, Level 1 & 2			
Health and Fitness	NCFE- Foundation Skills, Level 1 & 2			
Creative Art	NCFE- Foundation Skills, Level 1 & 2			
Occupational Studies	NCFE- Foundation Skills, Level 1 & 2			
Mental Health Awareness	NCFE- Foundation Skills, Level 1 & 2			
Duke of Edinburgh Award	Duke of Edinburgh Award			
<b>Do you offer any off-site provision?</b>				
<b>Type of provision</b>	<b>Curriculum offered</b>	<b>Centre Manager contact</b>		
Occupational Studies	NCFE	Jason Whittaker		
Enrichment Offering		Andrew Caunce		
<b>Example timetable</b>				
<b>1:1 Education Offer</b>	<b>16 hours Curriculum Offer</b>			
15 hours 20 lessons 30 minutes	16 hours 20 lessons x35 minutes			
5 English	4 English			
5 Maths	4 Maths			
4 Health and Fitness	3 Health and Fitness			
4 Option	4 Option			
2 Personal Development	1 Mental Health Awareness			
1 Duke of Edinburgh	1 Personal Development			
2 Developmental Activities	1 Duke of Edinburgh			
	1 Developmental Activities			
<b>Is transport provided?</b>				
Transport is provided on a bespoke offering, discussed at induction meetings				

**Any additional services offered by the provision (e.g. counselling, family support etc)**

JEP Counselling for Children and Young People offers therapeutic counselling sessions in various settings, including schools, children's homes, and with those not attending formal education. The sessions are conducted by qualified counsellors who specialise in working with young people, employing person-centred and other therapeutic approaches to address a range of issues such as anxiety, depression, self-harm, grief, trauma, and behavioural difficulties. Our Outreach offering is designed to be a Half Termly bespoke SEMH programme focusing on current topics at each School or setting. Topics include anger management, coping with exams, anti-social behaviour, knife crime and many more.

JEP offers Care & Respite services for children and young people aged 8 to 25, providing a safe and supportive environment for them to thrive. With a commitment to helping young people reach their full potential, JEP ensures positive transitions into and out of care/respite with the involvement of partners, young people, and parents. Each of our homes, including Peel House and The Cottage, offers tailored support in peaceful surroundings.

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## Life Lodge Alternative Education

The Hive (Little Hulton Site) –  
1a Dearden Avenue, Little Hulton, M38 9GH

The Heart (Kearsley Site) –  
54 Bolton Rd, Kearsley, BL4 9BT

The Hub (Walkden Site) –  
1 Westminster Rd, Walkden, M28 3AW

07814 442159

[admin@lifelodge.co.uk](mailto:admin@lifelodge.co.uk)



**Head of Centre:** Adam Darbyshire

### Provision information

Life Lodge Alternative Education is a trauma-informed provision that provides a home from home for 10–16-year-old pupils with social, emotional, and mental health needs. They offer several bespoke packages to suit the individual, all of which are person-centred and have a trauma-informed approach. The various packages, both academic, and non-academic, cater for those unable to engage in learning for a variety of reasons and aim to work alongside both the pupil and school/local authority to ensure the best possible learning journey is established.

### Legal information

Website: [www.lifelodge.co.uk](http://www.lifelodge.co.uk)

Ofsted Report: n/a

On or off Bolton's AP framework: on

Provider type: unregistered alternative provision

DfE Registration number: n/a

Capacity of provision: 36

Staff to pupil ratio: 1:6 (1:3 - 1:6 depending on need, also offer 1:1 staff ratio)

Maximum number of pupils per class: 6

Accepted age range: 10-16

Does the provision have a SENCo? Yes

Are pupils placed on roll at the provision? No

<b>Qualifications offered</b>									
<b>Subject</b>	<b>Exam Board</b>								
<ul style="list-style-type: none"> <li>• Functional Skills Maths – entry level 1, 2 and 3; Level 1 and 2</li> <li>• Functional Skills English - entry level 1, 2, and 3; Level 1 and 2</li> <li>• A range of over 900 bespoke qualification pathways, including vocational and PSHE subjects.</li> </ul>		NOCN							
<b>Do you offer any off-site provision?</b>									
No									
<b>Example Timetable</b>									
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>				
9:30am	RUOK								
10:00am	Smart Targets	English	Maths	English	Smart Targets				
10:15am	Behavioural Interventions		Maths		Behavioural Interventions				
10:30am									
10:45am	Break								
11.00am	Offsite activity	Maths	English	Maths	Offsite activity				
11:45am		Lunch							
12:15pm		Football	SET PD	SET PD					
12:50pm		Vocational qualification	Vocational qualification	Taxis					
1:00pm									
1:50pm									
1:55pm									
2pm	Taxis	Taxis	Taxis	Taxis					

**Is transport provided?**

No

**Any additional services offered by the provision (e.g. counselling, family support etc)**

Life Lodge offer a wrap-around support to all parents and carers, with a variety of interventions completed by fully trained staff, e.g. Lego therapy, art therapy. In addition, we offer interventions around social skills and motor skills, with a trauma informed approach, which lead to EHCP targets.

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# Mayfield House School Alternative Provision

## CONNECT SUPPORT ACHIEVE

Mitchell House, Percy Street, Chorley, PR7 3AN

01257 511231 (opt 2)

[admin@mayfieldhouseschool.co.uk](mailto:admin@mayfieldhouseschool.co.uk)



**Headteacher/Principal: Mike Williams**

### Provision information

Mayfield House School AP provides additional support to schools that have students, who for many reasons may not be accessing their education daily. We provide a variety of programmes, including outreach work visiting schools to observe students in the school environment, working with teachers, SLT and support staff - creating strategies to help encourage, engage and increase the learning opportunities for the student; to offering day, weekly or temporary respite placements – on a short- or long-term basis. Alternative Provision offers another option to avoid permanent exclusion for students and demonstrates a commitment by the school to an inclusive approach to their students' learning. Recognising that mainstream education is not for everyone, our Alternative Provision offers a more bespoke timetable taking into consideration the different strengths and needs of the individual student, creating a broader subject choice, encouraging attendance and engagement. We also offer placements for students waiting for a school place to become available allowing them to continue engaging in education during that period.

### Legal information

Website: [www.mayfieldhouseschool.co.uk](http://www.mayfieldhouseschool.co.uk)

Ofsted Report: [Mayfield House School - Open - Find an Inspection Report - Ofsted](#)

On or off Bolton's AP framework: on

Provider type: Independent Special School

DfE Registration number: 888/6125

Capacity of provision: 50

Staff to pupil ratio: 1:1 unless otherwise agreed

Maximum number of pupils per class:

Accepted age range: 6-16

Does the provision have a SENCo? Yes  
Are pupils placed on roll at the provision? Yes

**Qualifications offered**

<b>Subject</b>	<b>Exam Board</b>
Functional Skills English	AQA
Functional Skills Maths	AQA
Key Stage 2 SATs	AQA
Where applicable GCSEs (All subjects)	AQA
For those unable to sit conventional assessments we can accommodate Unit Awards Schemes	AQA
B-Techs	
Arts Awards	
Duke of Edinburgh	

**Do you offer any off-site provision?**

Vocational Site  
Assessment Site

**Example timetable**

Timetables for the are tailored to suit the individual needs of the children.

**Is transport provided?**

No

**Any additional services offered by the provision (e.g. counselling, family support etc)**

Vocational Work that could be offered: (list is not exhaustive)

1. Horticulture
2. Mechanics
3. Brick laying
4. Woodwork
5. Horse Therapy

Provision has a therapy dog.

Outreach Work that could be offered, with the use of local amenities for those that struggle to be within an educational setting.

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# Thompson Academy – Navigators

Head Office, Suite C, Laser House, M50 3XW

07596869961



[johannam@navigators.org.uk](mailto:johannam@navigators.org.uk)

**Headteacher/Principal:** Jo McManus

## Provision information

Our team of dedicated educators, one-to-one learning support mentors, and pastoral staff provide quality education and wrap-around support to our students. We create a bespoke curriculum, which is tailored around specific needs and interests of our students within the community that the student lives. Each programme incorporates a personalised educational experience around specific needs, allowing Navigator's to create a learning environment that is engaging, relevant and meaningful for each individual learner. This bespoke curriculum gives our learners the opportunity to incorporate diverse teaching methods, resources and assessment that align the unique learning styles and abilities of our students. Allowing our students to address any gaps in traditional education and provide an inclusive supporting learning experience by: nurture; personal & social development; academia – Functional Skills and GCSEs; vocational; bridge and transition.

We adopt a close collaborative approach with schools and local authorities to satisfy Ofsted AP and off-site direction legislation. Our staff are fully prepared to take regular and satisfactory calls from Ofsted inspectors, ensuring schools and local authorities have the confidence to place their students off site in a safe and successful provision, meeting their needs both academically and socially. At Navigators we use IRIS to allow schools to check attendance (in the first 15 minutes of collection), daily logs and termly reports. Alongside IRIS we use CPOMS to report all safeguarding matters and these are reported to school immediately. The safeguarding team will attend all Strategy, CIN, CP and PEP meetings. Our EHCP co-ordinator will attend all EHCP, PEP and SEND meetings with the school. Reports are provided for all these meetings. We also provide a termly report on all students progress against their personalised targets.

## Legal information

Website: <https://navigators.org.uk/>

Ofsted Report: n/a

On or off Bolton's AP framework: off

Provider type: unregistered alternative provision (college is registered for post-16)

DfE Registration number: 10087274 (post-16 only)

Capacity of provision: n/a

Staff to pupil ratio: 1:1  
 Maximum number of pupils per class: 1  
 Accepted age range: 5-25  
 Does the provision have a SENCo? Jo McManus  
 Are pupils placed on roll at the provision? No

**Qualifications offered**

Subject	Exam Board
<b>Functional Skills English, Maths and Digital:</b> Entry Level, Level 1 and 2	NCFE
<b>ASDANs Level 1 &amp; 2</b> English Short Course Mathematics Short Course Science Short Course Geography Short Course Languages Short Course	ASDAN
<b>ASDANs Level 1 &amp; 2:</b> A range of vocational taster and short courses.	ASDAN
<b>AQA unit Awards:</b> Level 1 Motor Vehicle Studies Level 1 Bike Maintenance Entry Level 3 Introduction to Construction Entry Level 3 Introduction to Bricklaying Entry Level 3 Introduction to Tiling Entry Level 3 Introduction to Plastering Entry Level 3 Introduction to Painting Entry Level 3 Certificate in Construction Level 1 Multi Skills Construction Activities Level 1 Groundworks Level 1 Bricklaying Level 1 Plastering Level 1 Painting Level 1 Tiling Level 1 GQA – Glass Qualifications Authority Level 1 Health & Safety – *prerequisite to CSCS card	AQA SEG MIAS NOCN NOCN NOCN NOCN NOCN NOCN NOCN NOCN NOCN NOCN NOCN NOCN NOCN NOCN NOCN NOCN NOCN

**Do you offer any off-site provision?**

Our provision is 1:1 community based

### Example timetable

The programme is 3 hours per day.

#### AM PROGRAMME

- 9.30 – 12.30 (PM programme is usually 1.00-4.00pm)
- 9.30 Student arrives/picked up - Chat, brew, fun arrival activity such as cards, board game.
- 9.40 Introduction to today's activities and options for the students
- 9.45 Activity 1
- 10.15 Break
- 10.30 Activity 2
- 11.00 Break
- 11.15 Activity 3
- 11.45 Break/Lunch
- 12.00 Activity 4
- 12.30 Finish/pupil dropped off

#### Is transport provided?

Yes, mentor collects and drops off at school / home

#### Any additional services offered by the provision (e.g. counselling, family support etc)

Family support – qualified social worker who signposts family to external services.

In house counselling.

CAMHs referrals

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## Park School Teaching Service

33-35 Chorley New Rd, Bolton, BL1 4QR

01204 937115

[office.PSA@boltonimpacttrust.org.uk](mailto:office.PSA@boltonimpacttrust.org.uk)



**Headteacher/Principal: Gareth Webb**

### Provision information

Park School provides full time education for key stage 3 and 4 pupils enabling them to obtain external qualifications and supporting them with their transition into a post 16 provision. The curriculum covers both academic subjects and enrichment. The timetable is extremely flexible allowing children to access as little or as much as their health will allow. Quality First teaching, small group sizes (max 10), learning mentor support and qualified, experienced staff all work together with parents, children and external professionals to ensure the correct package is in place for every child. This is reviewed and amended on a weekly basis

### Legal information

Website: <https://www.boltonimpacttrust.org.uk/park-school-teaching-service/>

Ofsted Report: [Park School Teaching Service - Open - Find an Inspection Report - Ofsted](#)

On or off Bolton's AP framework: on

Provider type: Alternative Provision Academy

DfE Registration number: 142719

Capacity of provision: 40

Staff to pupil ratio: 1:4

Maximum number of pupils per class: 8

Accepted age range: 11-16

Does the provision have a SENCo? Yes

Are pupils placed on roll at the provision? Dual and single registration

<b>Qualifications offered</b>	
<b>Subject</b>	<b>Exam Board</b>
Maths GCSE	Edexcel
English Language GCSE	WJEC
English Literature GCSE	WJEC
Science Dual Award GCSE	AQA
Biology GCSE	AQA
Chemistry GCSE	AQA
Physics GCSE	AQA
Statistics GCSE	AQA
Citizenship GCSE	AQA
Functional Skills Maths Entry Level 1–3 + Level 1/2	Edexcel
<b>Do you offer any off-site provision?</b>	
Yes. Our curriculum can be delivered in the home.	

<b>Example timetable</b>						
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	
<b>9:00 Form time</b>	Social skills	Social skills	Social skills	Social skills	Social skills	
<b>9:30</b>	Science	History	Maths	English	Life skills	
<b>10:15</b>	Maths	ICT	Maths			
<b>11:00 Break</b>	Social skills	Social skills	Social skills	Social skills	Social skills	
<b>11:15</b>	English	Maths	Topic	Science	Maths	
<b>12:00</b>	English	Maths	Science	Science	Sport	
<b>12:45</b>	Lunch	Lunch	Lunch	Lunch	Home	
<b>1:15</b>	Daily exercise	Daily exercise	Daily exercise	Daily exercise		
<b>1:30</b>	Wellbeing	Domestic skills	PSHE	Art		
<b>2:45</b>	Home	Home	Home	Home		
<b>Is transport provided?</b>						
We have a small capacity to provide transport.						
<b>Any additional services offered by the provision (e.g. counselling, family support etc)</b>						
Access to Trust counsellor.						

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## Power2

26a Warrington Street, Ashton-under-Lyne, OL6 6AS

[Schools@power2.org](mailto:Schools@power2.org)

07715 901260



**Headteacher/Principal:** Sam Marcus, Director of Services

### Provision information

Charity offering 1:1 and group interventions

### Legal information

Website: [www.power2.org](http://www.power2.org)

Ofsted Report: n/a

On or off framework: on

Provider type: charity

DfE Registration number: n/a

Capacity of provision: unlimited

Staff to pupil ratio: 1:1 or 1: 4

Maximum number of pupils per class: 8 per programme

Accepted age range: 8-16

Does the provision have a SENCo? n/a

Are pupils placed on roll at the provision? no

### Qualifications offered

Interpersonal skills Level 1, Developing Effective Thinking Skills Level 1

### Example timetable

n/a

### Is transport provided?

Can be if needed

### Do you offer any off-site provision?

Yes – can work in the community

**Any additional services offered by the provision (eg counselling, family support etc)**

Programmes:

- Power2 Rediscover: 1 hour x10 weeks (minimum) bespoke 1:1 mentoring. Delivered in-school (around curriculum) or risk-assessed community venue. Actively engages family. Student co-develops Individual Learning Plan using Outcome Star. Progress updated weekly. Support dynamically adjusted. Carefully planned exit ensures progress maintained. Outcomes evaluated half-termly using: outcome star, WEMBS and surveys, (student, family, school, professionals), capturing progress against agreed outcomes and changes in characteristics/behaviours.
- Teens and Toddlers: 16-weeks group mentoring. Students mentor nursery children, supporting toddler learning/development. Reflective group sessions include therapeutic coaching to boost self-confidence and raise aspirations. NCFE Level 1 qualification: Interpersonal Skills.
- Power2 Thrive: Similar to Teens and Toddlers but greater emphasis on mental health and wellbeing.
- Power2 Progress: 13-weeks group mentoring. Year 8 students mentor year 6 students likely to struggle with secondary school transition. Practical sessions (e.g. school tours) and reflective group learning sessions (include therapeutic coaching). NCFE Level 1 qualification: Developing Effective Thinking Skills (Year 8); achievement certificate (Year 6).
- Power2 Energise: 16-weeks Sport4Development approach group programme. Design/deliver sporting/physical activities for Year 1/2 pupils. Group developmental workshops follow social/emotional learning curriculum. NCFE Level 1 qualification: Developing Effective Thinking Skills.

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## Progress Schools

**Progress School Gorton**- Hideout Youth Zone, 1 Queens Avenue East Manchester M125PX

**Tel:** 0161 543 9769

**Email:** [info@progress-schools.co.uk](mailto:info@progress-schools.co.uk)

**Progress School Stockport** 211 Belgrave House, Stockport SK30AN

**Tel:** 0161 519 4819

**Progress School Wigan** Wigan Youth Zone, Parsons Walk, Wigan, Lancashire, WN1 1RU

**Tel:** 01942 914041

**Email:** [info@progress-schools.co.uk](mailto:info@progress-schools.co.uk)



**Head of Progress School Gorton:** Emma Kanis

**Head of Progress School Stockport:** Catherine Davies

**Progress School Wigan** Michale Hurn

### Provision information

Progress Schools are independent DfE registered Alternative Provision (AP) schools providing tailored education for children and young people at KS3 and KS4 who cannot access mainstream schooling due to exclusion, behavioural challenges, medical needs, or other circumstances. Our schools are designed to meet the unique needs of students, offering a supportive, nurturing environment to help them re-engage with learning and achieve their potential.

At Progress Schools we aim to provide stability, routine, and a sense of belonging for students who may have struggled in traditional educational settings. By addressing both academic and personal development, Progress Schools empower young people to overcome barriers and achieve positive outcomes in education and life.

Key features of Progress Schools provision include:

**A Tailored Curriculum:** We adapt the curriculum to suit the needs of individual students, focusing on core subjects such as English, Maths, Science and IT while incorporating Personal Development Programs, Vocational and Creative Lessons and Physical Education and Wellbeing.

**Pastoral Support:** A strong emphasis is placed on emotional well-being, with dedicated pastoral staff offer guidance, mentorship, and interventions to address behavioural and mental health challenges.

**Flexible Learning Approaches:** We use creative and flexible teaching methods, including project-based learning, one-to-one sessions, and group activities.

**Reintegration Support:** Where appropriate, we work to reintegrate students back into mainstream schools, providing the necessary skills and confidence to succeed.

**Specialist Services:** We offer additional support from our Special Educational Needs Coordinators (SENCOs), mental health practitioners, and external agencies.

**Inclusive Environment:** We are committed to inclusivity, catering to students of different abilities, backgrounds and need. No student is left behind, regardless of their circumstances.

### Legal information

Website: [Home - Progress Schools](#)

Ofsted Reports:

[Progress Schools - Gorton - Open - Find an Inspection Report - Ofsted](#)

[Progress Schools - Stockport - Open - Find an Inspection Report - Ofsted](#)

[Progress Schools Wigan - Open - Find an Inspection Report - Ofsted](#)

On or off framework: On

Provider type: Registered Independent School

DfE Registration number: **Gorton:** DfE number: 352/6016 **Stockport:** DfE number: 356/6013

**Wigan:** DfE number: 359/6002

Capacity of provision: **Gorton 35 Stockport 35 Wigan 35**

Staff to pupil ratio: 1:8

Maximum number of pupils per class: 8

Accepted age range: 11-16

Does the provision have a SENCo? Yes

Are pupils placed on roll at the provision? Yes

### Qualifications offered

Qualification	Exam Board
GCSE Maths	Pearsons
GCSE English	AQA
iGCSE Science	Pearsons
English Step-up (intro to GCSE)	AQA
Maths Functional Skills E1-L2	NCFE
Personal Development Skills	ASDAN

We also access the **Unit Award Scheme** for students who have specific interests in other areas and that may align to career aspirations. There are 17,500 units across all Curriculum areas.

## Appendix

### Example timetable

GROUP A	Breakfast Club	Period 1	Period 2	Break	Period 3	Period 4	Lunch	Period 5	EoD
	09.00 - 9.30	09.30 - 10.10	10.10 - 10:50	10:50 - 11.00	11.00 - 11:40	11:40 - 12:20	12:20 - 12:50	12:50 - 2:10	2:10 - 2:30
Monday	Breakfast Club <i>Current Affairs</i>	Science (Biology)	Maths	Break	Creative Arts		Lunch	Enrichment Experience - Build Participate - Grow Share - Launch	End of Day Current Affairs
Tuesday	Breakfast Club <i>Numeracy</i> (Numicon or TT Rockstars)	Maths (taught lesson)	English	Break	PSHE 1 PSHE Association differentiated lessons (Statutory reqs + RSE)		Lunch	Work Experience Alternative accreditation Trip/Visits (needs to be planned + evidenced for the year by schools)	
Wednesday	Breakfast Club <i>RE</i> (Video - on demand Oak Academy)	Science (Chemistry)	Curriculum Intervention slot (Maths, English SPaG on BKS, VR)	Break	Personal Development (ASDAN courses in: Independent Living - Launch, Personal Dev - Grow/Build, SEN for relevant)		Lunch	Humanities (Build/Grow Oak Academy)	End of Day Current Affairs
Thursday	Breakfast Club <i>Reading</i>	English (taught lesson)	Maths	Break	PSHE 2 Local issues/need talk, speaker, etc.	Citizenship (Oak Academy)	Lunch	Work Experience Alternative accreditation Trip/Visits (needs to be planned + evidenced for the year by schools)	
Friday	Breakfast Club <i>Current Affairs</i>	Science (Physics)	English	Break	Local Choice (needs to be planned + evidenced for the year by schools)		Lunch	PE End of week student awards	

<b>Is transport provided?</b>
Not as standard but we can organise taxi/minibuses at the request of referrer.
<b>Do you offer any off-site provision?</b>
Should alternative provisions be necessary as an integral component of a customised package, this will be procured from external provider while ensuring comprehensive due diligence is conducted and ongoing quality assurance measures are implemented. Furthermore, we are pleased to provide a Community Learning program designed for students who may require supplementary assistance prior to accessing the education premises.
<b>Any additional services offered by the provision (e.g. counselling, family support etc)</b>
Additional services are sourced, delivered and/ or facilitated based on the initial assessment and creation of the individualised packages.

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## Purple Ruler

Unit 9, Floor 2, Honeycomb Liverpool,  
Merseyside L3 9NG

+44 20 4551 8371

07896994500

[nabintu.k@purpleruler.com](mailto:nabintu.k@purpleruler.com)  
[daniel.demarmels@purpleruler.com](mailto:daniel.demarmels@purpleruler.com)



**purple ruler**  
to the highest level

**Headteacher/Principal: Candice Steytler**

### Provision information

Purple Ruler's Alternative Provision (AP) programme is designed to support students who require non-traditional educational pathways or temporary off-site learning. This service is flexible, inclusive, and cost-effective, catering to diverse student needs.

#### Three-Phase Reintegration Plan:

**Initiation (Phase 1):** This stage involves establishing routines, building teacher-student connections, and aligning lessons with the school's curriculum, either remotely or on-site.

**Immersion and Integration (Phase 2):** Focused on deepening relationships and introducing group sessions to enhance social and collaborative learning skills.

**Reintegration into School (Phase 3):** Aims to transition students back into mainstream schooling, with an emphasis on boosting confidence and academic readiness.

- Flexible and Inclusive Delivery Models
- Customised Learning Environments: Adaptive options like no-camera sessions and type-to-communicate features accommodate students with anxiety, ASD, ADHD, and other needs.
- Tailored interventions for students with low attendance, behavioural issues, or SEMH challenges.
- Technology-Driven Engagement: A secure, user-friendly platform that enables real-time attendance tracking, safeguarding notifications, and collaborative learning.
- Cost-Effective Solutions: Flexible pricing models make AP accessible for schools and multi-academy trusts.
- Holistic Support: Reinforces academic progress, social development, and emotional well-being.
- High-Quality Teaching: Teachers are rigorously vetted and supported through continuous quality assurance and professional development.

Purple Ruler's Alternative Provision aims to provide a supportive and adaptable environment for students, ensuring they remain engaged in their education and successfully reintegrate into mainstream schooling when ready.

## Legal information

Website: [www.purpleruler.com](http://www.purpleruler.com)

Ofsted Report: N/A

On or off framework: On

Provider type: Unregistered Online Provider

DfE Registration number: N/A

Capacity of provision: 500 + students

Staff to pupil ratio: 1:1 up to 1:6

Maximum number of pupils per class: 6 students

Accepted age range: 8- 16

Does the provision have a SENCo?: Yes

Are pupils placed on roll at the provision?: no

## Qualifications offered

Purple Ruler offers personalised tutoring and alternative provision services across a range of subjects and educational levels. While we do not directly provide formal qualifications such as GCSEs, A-Levels, or equivalent certifications, our focus is on delivering tailored educational programmes designed to enhance students' understanding and performance in their chosen subjects.

**Subject-Specific Tutoring:** We support core subjects like Mathematics, English, and the Sciences (Biology, Chemistry, Physics), catering to learners from early years through secondary education.

**English as an Additional Language (EAL):** Our specialised programmes help non-native speakers improve their English proficiency. On average, students achieve a one-level improvement on the CEFR scale or a 1.5 increase in IELTS scores within six months.

**Alternative Provision Services:** We design customised educational plans for students who require alternative arrangements, focusing on academic progress, personal development, and future readiness.

While we don't award formal qualifications ourselves, our programmes prepare students for success in standardised tests and examinations. We work closely with schools, parents, and local education authorities to support each learner's journey, helping them achieve the qualifications they need through accredited institutions.

## Example timetable

Bespoke to the needs of the individual.

**Is transport provided?**

No. We don't use Transport as we are an Online provider.

**Do you offer any off-site provision?**

We operate purely Online. Students take lessons either on school premises or at home.

**Any additional services offered by the provision (e.g. counselling, family support etc)**

At Purple Ruler, we provide a comprehensive range of services to support students academically and emotionally. In addition to personalised tutoring and alternative provision, we also offer therapy services tailored to enhance student well-being. These include:

**Therapy and Counselling Services:** Students can access certified therapists or counsellors with expertise in early childhood psychology, cognitive behavioural therapy, and related fields. Sessions are conducted via a secure platform designed to provide flexible and confidential support.

**Parental Consent and Gillick Competency:** We ensure compliance with safeguarding protocols. Parental consent is sought for therapy sessions, or schools can distribute a ready-to-use consent form. For students meeting Gillick Competency criteria, they can engage in therapy without parental consent following an assessment.

**Safeguarding and Confidentiality:** All therapists undergo regular training on safeguarding guidelines and are DBS-checked. Therapy records are accessible only to the assigned therapist and safeguarding leads when necessary, ensuring strict confidentiality.

**Secure Platform:** Our platform allows seamless communication between therapists and students. It is user-friendly, secure, and accessible across devices, ensuring students can connect conveniently.

We also offer schools the opportunity to trial therapy services with a free one-month package for up to five students.

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## Restarted

56a Market Street, Hindley, Wigan, WN2 3AN.

07858468073

info@restarteduk.com

**Headteacher/Principal: Nicola Baker**

### Provision information

12-week 12 hour set intervention/ mentoring/ tutoring and developmental programme to boost Literacy, Numeracy and Behaviours for learning. Students will also complete GL baselines EHCP assessments and be supported with continued mainstream engagement and full-time re-integration.

### Legal information

Website: [www.restarteduk.com](http://www.restarteduk.com)

Ofsted Report: N/A

On or off Bolton's AP framework: off

Provider type: unregistered alternative provision

DfE Registration number: N/A

Capacity of provision: 20

Staff to pupil ratio: 1-1 sessions

Maximum number of pupils per class: 5 per session

Accepted age range: 11-16

Does the provision have a SENCo? SENCo support and ACES and EHCP Leader

Are pupils placed on roll at the provision? No

### Qualifications offered

None but full 12-week assessment and reporting package with 6 week follow up in school.

Production of SEN and Pupil reports.

### Do you offer any off-site provision?

Well-being and physical health as part of core offer.

**Example timetable**

Bespoke 3 hrs per day for 4 days or 2 hrs per day for 5 can be blended am and pm.

**Is transport provided?**

Can be arranged in school /local venue or Hindley.

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## The Ark Wigan

13 Library Street, Wigan, WN1 1NN

07519714236

[katie.davies@thearkwigan.com](mailto:katie.davies@thearkwigan.com)



E d u c a t i o n a l  
T r a i n i n g  
C e n t r e

**Headteacher/Principal:** Katie Davies

### Provision information

The Ark is an Education and Training Provider that, among other things, offers alternative education provisions. We provide vocational training within the Hair and Beauty Sector, alongside basic Mathematics and English. We also provide quality information and guidance to help learners with the transition into further education, whether that is continuing at The Ark or elsewhere.

#### **Some of the services we offer in our package::**

- A tour of the premises and a free taster session to ensure it is suited to the learner.
- Secure building with controlled entrance.
- Initial assessments in Maths and English to determine what academic support is needed.
- Student-centred course builder where we work with the learner to determine the best types of modules within the qualification, they are completing which is based on their interests, goals, and career pathway.
- Individual Learning Plan discussed and tracked with the learner, which allows them to set their own targets and monitor their progress towards them.
- Pastoral support throughout their time with us which is on a 1-1 basis.
- IAG Meeting with our qualified IAG Lead
- PSHE dedicated Morning each half term
- Additional learning support on a 1-1 basis with our qualified teaching assistants
- Industry professionals with up to 15 years of experience in the hair and beauty industry
- Salon Hair & Beauty studio simulation with industry equipment for learners
- Daily communication with the learners' parents/carers if requested or permitted.
- 24/7 On-Call phone for parents and learner communication with The Ark
- Weekly Reports, Half Termly Reports and Termly Reports that consist of Learners' Attendance, Attainment, Behaviour and Safeguarding are reported.
- Daily attendance is notified to the school/academy at 9:30 am and tracked on a register within the AEP.
- Register in line with SIMs.
- In-house Safeguarding report in line with CPOMS.
- FREE breakfast facilities with cereal, cereal bars, and toast to help learners start the day.

Behaviour Reward System for learners where they can gain up to 50 points per day, which equates to 50p per day, and used within our tuck shop facilities.



<b>Legal information</b>	
Website: <a href="http://www.thearkwigan.com">www.thearkwigan.com</a>	
Ofsted Report: n/a	
On or off Bolton's AP framework: on	
Provider type: unregistered alternative provision	
DfE Registration number: n/a	
Capacity of provision: 12 per day	
Staff to pupil ratio: 1:6 with additional support available when needed	
Maximum number of pupils per class: 6	
Accepted age range: 13-16	
Does the provision have a SENCo? Our Pastoral Lead is working towards the SENCo qualification.	
Are pupils placed on roll at the provision? No	
<b>Qualifications offered</b>	
<b>Subject</b>	<b>Exam Board</b>
Level 1 Certificate: Hair and Beauty	City and Guilds
Level 1 Diploma: Hair and Beauty	City and Guilds
Level 2 Technical Award: Introduction to Hair and Beauty	City and Guilds
Level 2 Diploma in Beauty Therapy Services	City and Guilds
Functional Skills Maths Entry 3 to Level 2	City and Guilds
Functional Skills English Entry 3 to Level 2	City and Guilds
<b>Do you offer any off-site provision?</b>	
No	

**Example timetable**

	Monday	Tuesday	Wednesday	Thursday	Friday	
Reg. 8:45 – 9:00		Form A	Form A	Form A		
Period 1 9:00-10:30		Beauty Theory	Assignments	Functional Skills English		
Break 10:30 – 10:45		Break				
Period 2 10:45 – 12:15		Beauty Practical	Hair Practical	Hair Theory		
Lunch 12.15 – 13:00		Lunch				
Period 3: 13:00 – 14:		Beauty Practical	Functional Skills	Hair Practical		

The above is based on a student attending for all three days timetabled, with the need to complete functional skills.

**Is transport provided?**

**No**

**Any additional services offered by the provision (e.g. counselling, family support etc)**

Please see above in our offer.

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## The Heights Blackburn

Heys Lane, Blackburn, BB2 4NW

01254 261655

[enquiries@theheightsfreeschool.org](mailto:enquiries@theheightsfreeschool.org)



**Headteacher/Principal:** Gary Holding

### Provision information

The Heights Free School in Blackburn is a Key Stage 2 - Key Stage 4 Alternative Provision for young people who may have struggled in a mainstream setting for reasons such as behaviour issues, school refusal, mental health issues or short or long-term illness. We work in close partnership with commissioning schools, the local authority, external agencies and parents/carers to deliver highly personalised learning programmes to the pupils in our care.

Our Nurture provision is a small, specialised unit, which provides short-term, focussed intervention for pupils in Key Stage 2 and Key Stage 3. Our aim is to encourage our pupils to become successful learners, confident individuals and responsible citizens, enabling them to return to their mainstream school and succeed. We follow the National Curriculum with a particular focus on facilitating social and emotional development. At Key Stage 4, we focus on providing the opportunity for our pupils to gain qualifications in line with mainstream schools through a varied curriculum which combines academic study with vocational options.

Many young people who attend The Heights, arrive here at a difficult period in their lives. We aim to ensure that we give them the necessary support, guidance and opportunities to improve their confidence and self-esteem, allowing them to become successful learners in school and prepared for their future working lives.

## Legal information

Website: <http://www.theheightsfreeschool.org/>

Ofsted Report: <http://www.theheightsfreeschool.org/our-school/ofsted-report/>

DfE Registration number: 889/1102

On or off Bolton's AP framework: off

Provider type: registered alternative provision

Capacity of provision: 160 pupils

Staff to pupil ratio: 1:5

Maximum number of pupils per class: 10

Accepted age range: Y3-Y11

Does the provision have a SENCo? Yes

Are pupils placed on roll at the provision? Yes, where appropriate

## Qualifications offered

Subject	Exam Board
English Language	AQA
English Literature	AQA
Maths	Edexcel
Combined Science Synergy	AQA
Physics	AQA
ELC Science	AQA
GCSE Art & Design	AQA
Motor Vehicle	IMI, ABC
Sports Science	OCR
Hair & Beauty	VTCT
Functional Skills Maths, English, ICT, Food & Cookery	City & Guilds
Sports Leadership	Sports Leaders
Physical Education, Construction	ASDAN

## Do you offer any off-site provision?

Type of provision	Curriculum offered	Centre Manager
Outdoor Education	Outdoor activities including mountain biking, climbing, orienteering, canoeing, etc. DoE, First Aid, Leadership Awards.	Dave Stafford

<b>Example timetable</b>					
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>8:45 – 9am</b>	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
<b>9 - 9.15am</b>	Assembly	Assembly	Assembly	Assembly	Assembly
<b>9.15 - 10am</b>	Maths	Vocational	Outdoor Education	Science	Vocational
<b>10 - 10.45am</b>	English	Vocational	Outdoor Education	English	Art
<b>10.45 - 11am</b>	<b>Break</b>				
<b>11 - 11.45am</b>	Vocational	Maths	Outdoor Education	Vocational	English
<b>11.45am -12.30pm</b>	Life skills	Science	Outdoor Education	Vocational	Maths
<b>12.30 - 1.15pm</b>	<b>Lunch</b>				<b>Lunch/Finish</b>
<b>1.15 - 2.15pm</b>	Food Tech	Art	Outdoor Education	Vocational	
<b>Is transport provided?</b>					
Yes, depending on the area.					
<b>Any additional services offered by the provision (e.g. counselling, family support etc)</b>					
Anger management, anxiety management, Lego therapy, Art therapy, Raising self-esteem, wellbeing sessions.					

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# The Nurture Group at Bolton Children's Opportunity Group (COG)

Lowndes St Nursery, Lowndes St, Bolton, BL1 4QB

01204 848722/491085

[cognurturegroup@gmail.com](mailto:cognurturegroup@gmail.com) or [nurturegroup@boltoncog.co.uk](mailto:nurturegroup@boltoncog.co.uk)



**Headteacher/Principal:** Helen Tate – Nurture Group Teacher.

Marie Butler – Childcare Manager

## Provision information

Whilst schools and settings may offer a nurturing approach or even offer their own nurture provision, the Nurture Group at COG is unique in the fact that it is a purpose-built nurture setting for up to twelve reception and Key Stage 1 (year 1 and year 2) children from settings across Bolton. An experienced Early Years and Key Stage 1 teacher and two nurture group practitioners staff the group. All our work is underpinned by nurture research, theory, and practice so it is focused on making a real, practical difference in pupils' lives, by ensuring that they have the experiences and support they need to flourish. The model that we use of two full days a week in nurture group allows us to offer a highly staffed and structured, fully immersive nurture environment and to teach and embed all that nurture has to offer in a systematic and intensive way.

At nurture group we use the Boxall Profile, a detailed assessment of social, emotional, and behavioural functioning of children and young people to plan individual social and developmental targets for each child and to track progress. The nurture group provides a teacher-led planned, differentiated, and individualised curriculum based on developmental need. We have experienced and trained staff – the nurture group has a very experienced Early Years and Key Stage 1 teacher and two experienced nurture group practitioners. Staff have received additional training including the theory and practice of nurture group, Team Teach, ELKLAN, Signalong and other behaviour management and support models.

We provide regular communication between school and nurture group with strengths and challenges linked to Boxall profile. Our teacher will observe the child in school and meet with the class staff; we also encourage staff from school to visit and observe at nurture group so that we can develop strategies and recommendations to best support the child in school. We can also provide resources to support schools and parents at home.

Our teacher will attend/contribute to meetings relating to the children e.g. Early Help reviews, annual reviews, etc. Attendance at nurture groups is counted towards provision mapping in school and our teacher will write reports in support of an EHCP application or on request from other professionals/agencies.

We will liaise and support schools with OFSTED inspections re children being educated off -site.

Our aim at The Nurture Group at COG is to make a real, lasting impact on every child we work with. We achieve this by working intensively with each child and with staff in school and parents. Typically, over 90% of children who have attended nurture group are reintegrated successfully into their mainstream settings following their placement. The remainder of the children usually go on to attend long-term, full-time specialist provision.

The children at nurture group are split into two groups of up to six children and each group attends two consecutive full days per week (with the other three days being spent in school). There is a Monday/Tuesday group and a Thursday/Friday group. All places are subject to review after six weeks. Children will be placed in the group that best meets their needs. This will be decided on referral by Nurture Group staff. Children usually spend three terms at nurture group, but this can be longer depending on the needs of the child.

### Legal information

Website: <https://www.boltoncog.com/>

Ofsted Report: Nursery only

DfE Registration number: n/a

On or off Bolton's AP framework: on

Provider type: unregistered alternative provision

Capacity of provision: 12 places – two groups of up to 6 children

Staff to pupil ratio: 1:2

Maximum number of pupils per class: 6

Accepted age range: Reception, Year 1 and Year 2

Does the provision have a SENCo? Nurture Group Teacher acts as SENCO for nurture group

Are pupils placed on roll at the provision? No

### Qualifications offered

n/a

### Do you offer any off-site provision?

No

### Example timetable

- Bus arrival
- Outside play
- Coats and shoes off/indoor shoes on
- Good morning and show and tell
- Morning Snack
- Free choice activities / 1:1 work
- Tidy up time
- Celebration time
- Focus activity
- Free choice activities / 1:1 work
- Tidy up time
- Circle time
- Lunch time
- Outdoor play
- Coats and shoes off/indoor shoes on
- Story time
- Celebration time
- Free choice activities / 1:1 work
- Tidy up time
- Afternoon snack
- Toilet / coats and shoes on
- Celebration time / Friendship tree
- Home time

### Is transport provided?

Transport may be provided by Bolton Children's Opportunity Group on our nurture group minibus; however, this is discretionary. Transport is usually offered if parents/carers cannot transport their child. Parents or carers may be asked to transport their children if they have their own transport, live in the local area or to prevent long journeys on the bus.

### Any additional services offered by the provision (e.g. counselling, family support etc)

No

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## TAO Activities

07737 188117

[danny@taoactivities.co.uk](mailto:danny@taoactivities.co.uk)



**Headteacher/Principal:** Daniel Giblin

### Provision information

The ethos of our alternative education provision (TAO) is to use outdoor activities and practical-based subjects to engage/re-engage learners with education, improve their mental health and well-being, reduce anxiety and nurture emotional intelligence, and executive functioning. To ensure our support is adjusted for each individual learner, Individual learning plans (ILPs), which are used to identify key outcomes (for example, return to a mainstream school) and enable progress to be measured and monitored, are devised and maintained for each learner. When developing the programme, we fully involve the learner, with input from family where appropriate, and adopt a structured approach to ensure it meets their needs:

Each programme is tailored to the needs of the individual taking into consideration specific barriers which might limit access to support. Outdoor activities can be tailored to ensure learners can participate.

In addition to suitably qualified and experienced tutors and instructors, we are also able to provide specialist support based on an individual's needs. Our team consists of qualified teachers, qualified headteachers, physiotherapists, psychotherapists, speech and language therapists. All staff are mental health first aid trained, mentors, in addition to receiving training from institutions such as the ADHD foundation and Barnardo's.

The success of this model is evidenced through our 95% success rate (over the previous 13 months) of reintegrating learners back into mainstream education, with 100% leaving with five or more qualifications.

– YouTube link [TAO Activities](#)

- A safe and enjoyable place to learn. An environment that is centred around the young person, with no criticism or judgement, a voice to take ownership to young peoples learning.
- Celebration of young people successes through national awards
- Session staff providing transport, as opposed to taxis
- A programme tailored to the pupils' needs and motivations
- A full range of 'high end' outdoor adventurous activities
- Mentoring and counselling
- Assessment and Qualification Alliance (AQA) unit award scheme, e.g. Caving Level 1
- National governing body awards such as Paddlesport instructor
- AALA license (adventurous activities license authority)

- Learning outside of the classroom award
- Adventure mark award
- Kaddi registered
- Paddle UK delivery partner
- Mountain Training provider

### Legal information

Website: [www.taoactivities.co.uk](http://www.taoactivities.co.uk)

Ofsted Report: n/a

On or off framework: On Framework

Provider type: Unregistered Alternative Provision

DfE Registration number: n/a

Capacity of provision: 110 nationally

Staff to pupil ratio: 2 to 3

Maximum number of pupils per class: 3

Accepted age range: 7 years old to 18 years old

Does the provision have a SENCo? No

Are pupils placed on roll at the provision? No

### Qualifications offered

AQA unit awards: - Caving 1,2,3, Climbing 1,2,3, Paddlesports 1,2,3, Bushcraft 1,2

Walking1,2,3, mountain biking 1,2,

NNAS (National Navigation Award Scheme)

Mountain training - Hill Skills, Rock Skills, climbing wall instructor, low land leader award

Paddlesports – Start, Discover, explore awards, rescue and safety training award, paddlesport instructor award

Health and safety in the workplace (CPD accredited)

6-hour first aid

Manual handling (CPD accredited)

Fire safety training (CPD accredited)

Food hygiene level 2(CPD accredited)

Safeguarding level 2 (CPD accredited)

We are looking at expanding to deliver functional skills Maths, English, Science.

### Example timetable

0900-0930 pick up

0930-1000 breakfast, brief and planning

1000-1330 activity session, including breaks and travel

1330-1400 debrief and review

1430 drop off

	<b>Outcomes</b>	<b>Awards</b>
Phase 1 (Build Rapport)	<p>Engage with Education</p> <p>Focus on attendance</p> <p>Attend sessions</p> <p>Build rapport with staff</p> <p>Build relationship with suitable mentor</p> <p>Recognise when they need help</p> <p>Ask for help when needed</p> <p>Engage in suitable/appropriate conversation</p> <p>To find activities which they enjoy.</p> <p>To keep the sessions positive and exciting, so that they stay engaged and enthusiastic.</p> <p>To find subjects that interest them, so that we can use them to enhance our education.</p> <p>To be in a variety of social situations and respond appropriately.</p>	AQA unit award bushcraft 1 AQA unit award walking 1 AQA scrambling 1 AQA unit climbing 1+2 AQA unit award Caving 1 NNAS 1 Star
Phase 2 (Expand Experience)	<p>Engage with three new activities for more than two sessions.</p> <p>To find a range of activities which They will look forward to and feel at ease taking part in.</p> <p>To try as many new activities as possible to, so they can develop as many new interests, and we can find as many new ways for them to learn as possible.</p> <p>To try a variety of work experience activities.</p>	AQA unit award walking 2 AQA unit award walking 3 AQA unit award Paddling 2 AQA unit award bushcraft 2 AQA caving 1+2 AQA work experience. AQA mountain biking and maintenance. BCA paddle safe award. Look at the range of vocational awards and training on offer, and plan for the next phase.
Phase 3 (Specialise)	<p>Engage in conversations about future destinations.</p> <p>Complete vocational training and awards.</p> <p>Mentoring role for peers, younger peers.</p> <p>Demonstrate confidence and ability in a range of activities.</p> <p>To focus on work experience activities.</p> <p>If they are very competent at a variety of outdoor activities – we will focus on his leadership and mentoring skills, and big outdoor projects, such as residential trips or big challenges.</p>	AQA unit award walking 4 AQA unit award walking 5 AQA unit award paddling 2 AQA unit award bushcraft 3 AQA caving 3 AQA bike maintenance Vocational training and awards

Phase 4 (Transition)	TBC Vocational awards. Work skills and job opportunities
<b>Is transport provided?</b>	
Yes – learners are picked up by centre staff.	
<b>Do you offer any off-site provision?</b>	
All provision is offsite, and child centred.	
<b>Any additional services offered by the provision (e.g. counselling, family support etc)</b>	
Family intervention via in house MST worker.  In house counselling via BACP registered counsellor.	

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## **TMP College**

TMP College  
Caroline Street  
Wigan  
WN3 4EL  
01942 235999  
[joanne.wale@tmpcollege.org](mailto:joanne.wale@tmpcollege.org)  
07984 443273



**Headteacher/Principal:** Jackie Manning

### **Provision information**

TMP College is an Independent Specialist College that delivers creative courses. We focus on creative, academic, personal and social accomplishments. We thrive on our learners success and are proud that our staff and learners work well together to ensure we meet high expectations.

TMP's Alternative Provision programme offers a tailored and flexible approach so that all learners can succeed, regardless of any barriers they may face. We provide a mix of academic, emotional, and practical support to help these learners thrive and achieve their full potential.

Enrichment, PFA and Tutorials are also available for alternative provision learners to attend (dependent on the days/number of days they attend TMP College).

We provide GCSE and Functional Skills in maths and English which learners can opt to do at TMP College or, usually, in their host school/college or other alternate provision placement.

Learners can attend for 1 to 3 days per week for year groups 9 to 13. Our Alternative Provision Programme aims to:

- Serve as an extension of the existing school/college programme.
- Develop practical skills.
- Re-engage learners who have withdrawn from education.
- Facilitate learners to reintegrate into education.
- Give respite for learners who are unsettled in their current setting.
- Offer extended transition for learners aiming to progress to TMP in the future.
- Offer a suitable placement for learners whose current setting is no longer meeting their needs.

### Legal information

Website: <https://tmpcollege.co.uk>

Ofsted Report: <https://files.ofsted.gov.uk/v1/file/50250169> (post-16 only)

On or off framework: off

Provider type: Independent Specialist College

DfE Registration number: 148731 (post-16 only) Application in progress for registration for 14-16.

Capacity of provision: 20

Staff to pupil ratio: 2:1 to 1:3 depending on needs.

Maximum number of pupils per class: 10

Accepted age range: 11 to 16

Does the provision have a SENCo? Yes

Are pupils placed on roll at the provision? Not currently

### Qualifications offered

#### Subject offered

UAL L1 Diploma in Art, Design and Media

UAL L2 Diploma in Art and Design

UAL L1 Diploma Music Performing and Production Arts

UAL L2 Diploma in Music Performance and Production

UAL L2 Diploma in Creative Media Production and Technology

UAL L2 Diploma in Performance and Production Arts

Award or Certificate in Personal and Social Development

GCSE Mathematics

GCSE English Language

Functional Skills Maths Entry Level, Level 1, Level 2

Functional Skills English Entry Level, Level 1, Level 2

### Example timetable

#### Creative/Vocational Example:

	0930 to 1200 (break time 1045 to 1100)	1300 to 1530 (break time 1415 to 1430)
Monday	Music Performance	Music Production
Tuesday	Music Performance	Music Production
Wednesday	Music Performance	Enrichment

### **Bespoke Example:**

Wednesday	Beauty Workshop	Dance Enrichment
Thursday	Dance	Dance
Friday	Make-up	Special Effects Make-up

### **Is transport provided?**

Not by TMP College, this is arranged through the local authority.

### **Do you offer any off-site provision?**

Enrichment activities, educational visits and trips may occasionally take place off site. Risk assessments are completed for all activities off site.

### **Any additional services offered by the provision (eg counselling, family support etc)**

Counselling  
Learner Welfare  
Behaviour Management  
Mindfulness  
Animal Sensory  
Careers Education and Guidance

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## TSOM Mentoring

51 Montrose close Warrington

07340845455

Darryl@tsomgroup.com



**Headteacher/Principal: Darren Shackleton**

### Provision information

Is your school struggling to re-engage students who have become completely disengaged from service providers or who demonstrate aggressive and challenging behaviors? Are you seeking a solution that addresses anxiety, builds confidence, and fosters positive re-engagement with education?

At The School of Military (TSOM), we offer a proven solution through our military-inspired mentoring and re-engagement programs. Designed by veteran servicemen and women from Britain's Armed Forces, our interventions incorporate the best character-building programs and values from the military—Courage, Discipline, Respect, Integrity, Loyalty, and Selflessness—into bespoke educational packages.

### What We Offer:

Our flagship program, **Project R&R (Reset & Re-Engage)**, is a targeted intervention that bridges the gap between mainstream schools and Pupil Referral Units (PRUs). By working with students who are at risk of permanent exclusion, we provide them with a structured environment to reset their mindset, re-engage in learning, and reintegrate into mainstream education.

Project R&R is a six- to twelve-week program, with personalized curricula tailored to the unique needs of each student. It includes daily one-on-one mentoring sessions and a range of development opportunities covering:

- **Functional Skills** (Maths & English)
- **Conflict & Anger Management**
- **Teamwork & Leadership**
- **Mindfulness & Self-Reflection**
- **Career and Future Planning**
- **Physical Education**
- **Digital Skills**

All sessions contribute to an accredited Prince's Trust Unit Award Scheme portfolio, providing tangible evidence of students' progress and achievements.

## **Additional Programs to Meet Your School's Needs:**

Beyond Project R&R, we offer several other targeted interventions, including:

- **Outreach Mentoring Program:** A 6- or 12-week offsite intervention delivered one day per week.
- **Group Development Program:** A condensed six-week version of Project R&R, designed for small groups of 5-10 students, delivered onsite.
- **Custom Workshops:** Standalone workshops addressing team building, career aspirations, conflict management, and more, suitable for large assemblies or smaller group sessions.

All of our programs include the opportunity to achieve **AQA-accredited qualifications**, providing students with tangible outcomes that support their academic and personal development.

To ensure accessibility and convenience, we also provide **full transportation services**, making it easier for students to attend and engage in our programs.

Additionally, if a student is unable to attend for any reason, we offer the option to **re-task the mentor** to provide support within your school setting or work with another student, ensuring that every session continues to add value to your school community.

## **Why Choose TSOM Military Mentors?**

With over three years of experience supporting schools across Greater Manchester, TSOM has built a track record of helping students overcome behavioral challenges and achieve long-term success. Our unique, military-based approach provides students with the skills and strategies needed to develop resilience, build positive relationships, and find a pathway back to mainstream education.

We understand the complexities of today's educational environment and offer a structured, value-driven intervention that addresses the root causes of disengagement. By partnering with TSOM Military Mentors, your school can provide struggling students with the support they need to transform their attitudes, behaviors, and academic performance.

We would love the opportunity to discuss how our programs can be integrated into your school to create a safer, more positive learning environment.

**Transform the lives of young people with TSOM Military Mentors.** Together, let's build a brighter future for every student.

## Legal information

Website: [www.tsomgroup.com](http://www.tsomgroup.com)

Ofsted Report: NA

On or off framework: on

Provider type: 1 to 1 mentoring

DfE Registration number:

Capacity of provision: 50 ( full day session)

Staff to pupil ratio: 1 to 1

Maximum number of pupils per class: 1 to 1

Accepted age range: 8 to 18

Does the provision have a SENCo? No

Are pupils placed on roll at the provision? No we offer termly courses

## Qualifications offered

AQA

## Example timetable

We offer tailored program packages designed to suit your students' schedules and needs:

- **Full-Day Sessions:** £195 per day
- **Half-Day Sessions:** £110 per session
  - Morning: 9:00 AM to 12:30 PM
  - Afternoon: 12:30 PM to 3:30 PM

## Is transport provided?

Yes

## Do you offer any off-site provision?

Yes, we utilise local facilities for the student if possible

## Any additional services offered by the provision

If for any reason the student is unavailable to attend, the mentor can be utilised in school or complete welfare check-ins on other students.

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## Whysup

Unit 220, Paragon Business Park, Chorley New Road,  
Bolton, BL6 6HG  
07945 563441  
[mark@whysup.co.uk](mailto:mark@whysup.co.uk)



**Director: Mark Murray**

### Provision information

Whysup deliver prevention, awareness and education presentations, workshops and mentoring programmes to young people aged 11 – 16. Our USP is 'Raising Awareness Through Lived Experience' which means our programme facilitators have had to overcome adversity and trauma to be where they are today. They are all now in established recovery.

We can cover 16 different topics that are mainly based on habits and addictions and mental health and wellbeing. Some of these topics include Drugs, Alcohol, Vaping, Gambling, Gaming, Social media and Smart Phone. Also looking at how they deal with stress and building Resilience.

We like to work in partnership with organisations to offer a bespoke package tailored to the needs of the young person.

Our aim to educate and raise awareness on the many challenges young people face and give them a practical tool kit they can use in everyday life so they make more informed choices. We also look at choices, behaviour, commitment and resilience.

Our programmes are aligned with PHSE requirements and cover most topics on there.

### Legal information

Website: [www.Whysup.co.uk](http://www.Whysup.co.uk)

Ofsted Report: n/a

On or off Bolton's AP framework: off

Provider type: unregistered alternative provision

DfE Registration number: n/a

Capacity of provision: 20 per day

Staff to pupil ratio: 1:5, sometimes reduced depending on the pupil

Maximum number of pupils per class: 20

Accepted age range: 11-16

Does the provision have a SENCo? No

Are pupils placed on roll at the provision? No

<b>Qualifications offered</b>	
No – do have partners that deliver mental health first aid training	
<b>Do you offer any off-site provision?</b>	
Please refer to the timetable below.	
<b>Example timetable</b>	
<b>6 Week Programme</b>	
Week 1	Whysup Lived Experience Story & Q&A. Journey to cover addiction, criminality, prison, recovery, good and bad choices
Week 2	Habits & Addiction. Group to better understand how habits are formed and when they can become problematic. Topics explored, alcohol, drugs, ketamine, vaping
Week 3	Mental Health & Wellbeing. Understanding the way we think, feel and act. Offering a practical tool kit that can be used every day. Talking about when, how and where you can ask for help should you ever be struggling.
Week 4	Wider Impact – exploring how decision making can negatively impact others and the ripple effect that can have
Week 5	Who you want to be – discuss values, and how you want to be seen to others. Also discuss career and life aspirations. Design personal shield.
Week 6	Reflection and Celebration - look back at learnings and share them with group. Celebrate completing the 6-week programme with small awards
<b>One off Sessions</b>	
<ul style="list-style-type: none"><li>• These can be delivered over 60, 90 or 120 minutes.</li><li>• Covering all habit, addiction, substance, behaviour, mental health related topics</li><li>• All delivered through Lived Experience</li></ul>	
<b>One to one mentoring</b>	
<ul style="list-style-type: none"><li>• In AP one to one mentoring with selected young people, working on behaviour, engagement, good and bad choices, forming healthy habits and personal development</li></ul>	

<b>Community Programme</b>	
A 6-week programme that gets students off site and out in the real work. Students to raise funds for a local charity. Learning valuable skills and enhance employability.	
Week 1	Visit to Bolton Hospice
Week 2	Plan fundraising event
Week 3	Work with Hospice Social Media & Marketing team to create advertisement
Week 4	Bolton FM Interview with young people
Week 5	Fundraiser (Bolton Market Place)
Week 6	Cheque awarded to Bolton Hospice and celebration and certificates to young people
<b>Is transport provided?</b>	
No	
<b>Any additional services offered by the provision (e.g. counselling, family support etc)</b>	
Counselling offered with Private Addiction Counsellor All Whysup staff are enhanced DBS and MH FA trained.	

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## Youth Challenge

Smithills Dean Rd, Bolton, BL1 6JT

01204 333872

[suttonv@boltonimpacttrust.org.uk](mailto:suttonv@boltonimpacttrust.org.uk)



**Head of Centre:** Viki Sutton

### Provision information

Youth Challenge predominantly serves the children of Bolton who have been permanently excluded from school and a small number of students who have been placed with us directly from their mainstream school to work as an intervention to reduce the risk of permanent exclusion. For KS3 we aim to be a short stay provision with the goal of returning students to mainstream school or an appropriate specialised provision. In some cases, students remain with us through KS4. At Youth Challenge we strive to ensure that all our students feel valued, know how to keep safe and have the skills needed for an independent future.

### Our Vision

#### Youth Challenge students are:



At Youth Challenge we ensure that all our students feel valued by celebrating them as individuals. We offer a fresh start to students who have previously made some poor choices and have often experienced adversity. Through our child centred approach and the genuine warmth from our staff team, we guarantee that every child who walks through the door knows and feels that they are welcome, valued and cared for. Through our diverse curriculum, we educate our students to respect and value those close to them, their community, the wider environment and to understand and celebrate the differences that all individuals bring.

### Provision information

Youth Challenge students leave us with the knowledge and understanding of how to keep themselves and others **safe**. They are encouraged to think about the wider consequences of actions and are taught how and where to seek support when they need it. Our academy is a safe haven for our students and safeguarding our young people underpins everything that we do.

Youth Challenge students leave with the knowledge and skills required for a fulfilling **independent** life. Careers is weaved throughout our curriculum, and we offer opportunities to experience employer encounters, work experience linked to industries that our children may not previously have considered. At KS4, our curriculum option subjects have clear industry links and present opportunities to gain experience and qualifications that will open the door to further training and careers. We dedicate time to character development and work to build students' resilience, communication skills and problem-solving ability to become self-sufficient adults who contribute positively to society.

### Legal information

Website: <https://boltonimpacttrust.org.uk/our-academies/youth-challenge-secondary>

Ofsted Report: [Ofsted Reports | Bolton Impact Trust](#)

DfE Registration number: 142758

On or off Bolton's AP framework: on

Provider type: registered alternative provision academy

Capacity of provision: 87 pupils

Staff to pupil ratio: 4:1

Maximum number of pupils per class: 9

Accepted age range: 11-16

Does the provision have a SENCo? Yes

Are pupils placed on roll at the provision? Yes

<b>Qualifications offered</b>		
<b>Qualification</b>	<b>Level</b>	<b>Exam Board</b>
English	GCSE / Functional Skills	EDUQAS / Pearson
Maths	GCSE / Functional Skills	Pearson
Citizenship	GCSE	AQA
Catering, Hospitality and Tourism	BTEC Level 1	Pearson
Art and Design	BTEC Level 1	Pearson
Sports	BTEC Level 1	Pearson
Construction	BTEC Level 1	Pearson
Land Based Studies	BTEC Level 1	Pearson
Hair and Beauty	BTEC Level 1	Pearson
<b>Do you offer any off-site provision?</b>		
Bike Mech		
<b>Type of provision</b>	<b>Curriculum offered</b>	<b>Centre Manager contact</b>
Motor Vehicle AP	Motorcycle Engineering / Maintenance	Ken Winstanley



Example timetable						
	Monday	Tuesday	Wednesday	Thursday	Friday	
<b>Lesson 1 9:50 – 10:40</b>	English	Maths	Option B	Option A	English	
<b>Lesson 2 10:40-11:30</b>	PSHE	English	Option B	Maths	Option A	
<b>Lesson 3 11:40-12:30</b>	Option A	Option B	Citizenship	Option B	Careers	
<b>Lesson 4 12:30- 1:20</b>	Option A	ECM	Maths	Sport		
<b>Lesson 5 1:50-2:40</b>	Maths	ECM	English	Lesson Sport		
<b>Is transport provided?</b>						
No.						
<b>Any additional services offered by the provision (e.g. counselling, family support etc)</b>						
We offer a fortnightly parent/carer drop-in which is facilitated by our trust therapist and parents of ex pupils. This can sometimes lead to parents/carers working 1:1 with our trust therapist. We also run a programme called 'Who's in Charge' which is an intensive programme aimed at those parents/carers who may at some point be hurt or injured by their child.						
We have a counselling offer for pupils.						

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## Tuition

### Be My Tutor

43 Ebury Road, Rickmansworth,  
Hertfordshire, WD3 1BL  
07901 916286



BE MY TUTOR

[Info@bemytutor.co.uk](mailto:Info@bemytutor.co.uk)

**Head of Centre:** Adam Haffner

### Provision information

Be My Tutor is an online tuition provider with a highly skilled team of fully qualified teachers and SEND specialists. Be My Tutor have a bespoke online classroom space (Lesson Space) where our virtual lessons take place.

Be My Tutor work tirelessly to support children and young people who have SEND needs, matching the needs of the young person with a tutor with relevant experience.

### Legal information

Website: [www.bemytutorlocal.co.uk](http://www.bemytutorlocal.co.uk)

Ofsted Report: n/a

On or off Bolton's AP framework: on

Provider type: Online tuition company

DfE Registration number: n/a

Capacity of provision: depends on tutor availability

Staff to pupil ratio: 1:1 or groups

Maximum number of pupils per class: 6

Accepted age range: 5-21

Does the provision have a SENCo? Yes

Are pupils placed on roll at the provision? No

### Qualifications offered

All K1/2/3/4 Curriculum subjects for all exam boards

**Do you offer any off-site provision?**

n/a

**Example timetable**

Bespoke tuition around needs of student.

**Is transport provided?**

n/a

**Any additional services offered by the provision (e.g. counselling, family support etc)**

Mentoring

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## Edclass Ltd

EDClass Ltd, Aston House, Campbell Way,  
Dinnington, Sheffield, s25 3QD

07977 499241.

[Sarah@edclass.com](mailto:Sarah@edclass.com) or [Ian@edclass.com](mailto:Ian@edclass.com)



### Headteacher/Principal:

### Provision information

EDClass Ltd – DfE Accredited provider of online education and alternative provision.

### Legal information

Website: <https://www.edclass.com/>

Ofsted Report: <https://files.ofsted.gov.uk/v1/file/50247472>

On or off framework: On Framework

Provider type: Online Education

DfE Registration number: 000/1019

Capacity of provision: Being an Online Provision our capacity is flexible and fluid every hour

Staff to pupil ratio: 8 Staff per hour 1-2-1

Maximum number of pupils per class: No limit

Accepted age range: 11-16 Years.

Does the provision have a SENCo? Yes

Are pupils placed on roll at the provision? No

### Qualifications offered.

AQA GCSE in English Language

Pearson Edexcel GCSE (9–1) English Language 2.0 (1EN2)

OCR GCSE (9–1) in English Language

AQA GCSE in English Literature

Pearson Edexcel Level 1/Level 2 GCSE (9 - 1) in English Literature (1ET0)

OCR GCSE (9–1) in English Literature

AQA Level 1/2 GCSE in Mathematics

Pearson Edexcel Level 1/Level 2 GCSE (9 - 1) in Mathematics (1MA1)

OCR GCSE (9–1) in Mathematics

GCSE Combined Science: Trilogy

Pearson Edexcel Level 1/Level 2 GCSE (9 - 1) in Combined Science (1SC0)

OCR GCSE (9–1) in Combined Science A (Gateway Science)

### **Example timetable**

With regards to a timetable, this can be flexible to suit the individual learner.

### **Is transport provided?**

N/A EDClass are a provider of Online education.

### **Do you offer any off-site provision?**

No

### **Any additional services offered by the provision (eg counselling, family support etc)**

n/a

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## Monarch Education (a division of Affinity Workforce Solutions)

76 King Street, Manchester, M2 4NH  
07936 345511 / 0161 6725591  
kim.hinchliffe@monarcheducation.com



**Tuition Manager:** Kim Hinchliffe

### Provision information

We offer face-to-face and online tutoring, supplying high quality tutors who are passionate about providing the best outcome for their students to help them thrive. Tuition can be face-to-face (subject to local availability) or online. It can range from 1 hour per week, up to several hours per day if required.

Tuition is available for all ages, from Primary up to 25 years old for those with EHCP's, in a variety of subjects – mainly Maths/English/Science (KS1 – 5 and Functional Skills) as well as ESOL tuition. Other subjects may be available on request.

#### Monarch Education provide tuition for:

- Looked After/Previously Looked After Children, or those with a Social Worker
- Children with EHCP's not currently attending an education provision, or who attend part-time
- Emotionally Based Non-Attendees/School Refusers
- Unaccompanied Asylum-Seeking Children (UASC)
- Pupils requiring Alternative Provision
- Any pupil who may benefit from it!
- 

All tuition is logged on our bespoke platform – **Affinity Tutors** - Online sessions take place on this platform, and face to face sessions are logged.

Secure log-in is provided for all relevant key staff involved with the student, as well as external contacts such as Social Workers if required, to ensure multi-agency communication.

Attendance is tracked, and feedback logged daily.

1/2 termly progress reports also provided.

Safeguarding report function. Online sessions are recorded for Safeguarding purposes.

Our online classrooms are very user-friendly. Our tutors use video chat, interactive whiteboards and provide online resources.

Staff can communicate with Tutors through the platform.

All our tutors have extensive experience and up-to-date knowledge of the curriculum, and are fully vetted with an enhanced DBS.

## Legal information

Website: <https://monarcheducation.co.uk/tutoring/>

Ofsted Report: n/a

On or off Bolton's AP framework: on

Provider type: tuition provider

DfE Registration number: n/a

Capacity of provision: depends on tutor availability

Staff to pupil ratio: 1:1

Maximum number of pupils per class: n/a

Accepted age range: 5-25

Does the provision have a SENCo? No

Are pupils placed on roll at the provision? No

## Qualifications offered

Tutors can prepare students for exams, but we do not enter students for exams.

## Example timetable

Tuition is flexible; timetable to be put in place once allocated hours established, and dependent on tutor availability and pupil preference.

## Is transport provided?

n/a

## Do you offer any off-site provision?

Tuition can take place in home setting with adult present, at a local library, or online.

## Any additional services offered by the provision (e.g. counselling, family support etc)

Mentors

Qualified Counsellors

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## Next Level Learning Limited

56a-60a Market Street, Hindley, Wigan, WN2 3AN

01942 255782

[info@nextlevellearning.co.uk](mailto:info@nextlevellearning.co.uk)



**Director:** Kelly Lowe

### Provision information

Next Level Learning are an Ofsted registered tuition service and alternative provision that deliver Maths and English sessions to primary, secondary and post 16 pupils. We use only fully qualified and DBS checked teachers and the company has many years' experience teaching pupils that fall under the SEN, LAC, EAL, and SEMH categories. We currently offer outreach tuition in Wigan, Bolton, Bury, Manchester, Trafford and Salford areas (but please check with us directly for any other areas).

Our services are mainly outreach however, for those students who need we have a teaching centre based in Hindley, Wigan. The centre provides a safe and secure, nurturing environment which enables young people to learn, develop and build in confidence ready for their return to mainstream school or to supplement existing education packages. We also offer sessions in the various EdStart Schools, our partner company, across the region, where we have private facilities for one-to-one work.

Next Level Learning's unique feature is that although we are a tuition service, we run very much like a school. We have all relevant policies in place and have our own Designated Safeguard Leads, SENCo support, and our partnership with EdStart allows us to administer exams for pupils who are not on roll with a school or exam centre.

We also provide SEN support through our SENCO who can devise tailored plans for their tutor to follow. These plans are created whilst the pupil is with us and passed onto the subsequent service/school they may go to.

Our aim is to re-engage students back into learning and education pathways and we are very much included in the planning behind each pupil's needs and the mapping out of their next steps. We do this by attending regular meetings and liaising regularly with other professionals involved.

## Legal information

Website: <https://www.nextlevellearning.co.uk>

Ofsted Report: n/a – Registered on Childcare Register

DfE Registration number: n/a

On or Off Bolton's AP framework: on

Capacity of provision: n/a

Staff to pupil ratio: 1:1 up to 1:5

Maximum number of pupils per class: 5

Accepted age range: 6-16 years

Does the provision have a SENCo? Yes

Are pupils placed on roll at the provision? No

## Qualifications offered

Subject	Exam Board
Maths GCSE	Edexcel
English GCSE	AQA
Maths Functional Skills	Edexcel
English Functional Skills	Edexcel

## Do you offer any off-site provision?

NA – We have various links with other AP's where we often supplement their curriculum with English and Maths specialists.

## Example timetable

N/A – We deliver anything from 1 hour per week to 20 hours per week per student.

## Is transport provided?

No.

## Any additional services offered by the provision?

We tailor make tuition plans and attend meetings for students where needed to offer support to families and other working professionals.

SENCo support and tailored tuition plans that meet EHCP requirements.

Mentoring both in the centres and outreach in the community.

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## Prospero Teaching – Children’s Education Service (CES)

Third Floor, 15 Worship Street, London, EC2A 2DT (Head Office)

Boulton House, 17 Chorlton Street, Manchester, M1 3HY (Local)

0161 393 6725

[seanav@prosperoteaching.com](mailto:seanav@prosperoteaching.com)



**Headteacher/Principal:** Kealeigh Benson (Head of CES - [kealeigh@prosperoteaching.com](mailto:kealeigh@prosperoteaching.com))

### Provision information

Prospero Teaching, a renowned educational recruitment agency with over two decades of experience, excel in connecting education professionals with rewarding opportunities.

While their core expertise spans teachers, teaching assistants, and support staff placements, a standout feature is the dedicated Children’s Education Services (CES) division. CES provides vital support to vulnerable children facing educational challenges, ensuring they receive the care and guidance they need. Additionally, Prospero Teaching provide support in the Alternate Provision sector, offering specialized solutions to meet the unique demands of children and young people.

Prospero offer outreach tuition and intervention services when students are without a school placement, at risk of school placement breakdown or unable to attend school for any reason. Additionally, we provide tuition in the evenings and weekends as supplementary education support to aid and excel academic progress.

We deliver a person-centred and joined-up approach to identifying and meeting the needs of Learners and their families, carers, and associated professionals. We focus on engagement and participation of learners and their families, carers, and associated professionals so that they have greater choice, feel they are in control and are being listened to and their concerns are resolved. Using effective practice, data and wider intelligence and independent assessment to drive improvement.

We have a variety of bespoke programmes available, further information can be found in our Programme Guide (Available upon request)

High-quality service offering:

- 24–48-hour turnaround -from receipt of referral
- Portal for live access of daily attendance, engagement and impact tracking, as well as
- Detailed weekly progress reports
- Nationwide tutor coverage
- Face-to-face and online delivery

- Quality and specialist staff that can tutor at Primary, Secondary and SEND level
- Pupils voice tuition survey to measure impact from the young person's perspective
- Specialist programmes of support detailed in this guide
- Programmes can be used in conjunction with one another to create a bespoke and
- Targeted package of support

Prospero's commitment to positive impact on education makes them the trusted choice in the field.

### Legal information

Website: [www.prosperoteaching.com](http://www.prosperoteaching.com)

Ofsted Report: n/a

On or off Bolton's AP framework: on

Provider type: tuition

DfE Registration number: n/a

Capacity of provision: unlimited

Staff to pupil ratio: ranging from 1:1 – 1:6

Maximum number of pupils per class: 6

Accepted age range: all ages

Does the provision have a SENCo? n/a

Are pupils placed on roll at the provision? no

### Qualifications offered

Subject	Exam Board
English Maths Science Functional Skills ESOL SATs 11+ Life Skills History Geography Art and Design Citizenship Computing Design and Technology Music Physical Education Religious Education Modern Foreign Languages	We are partnered with a Functional Skills Provider and can facilitate Level 1 & 2 Exams in English and Maths.  For GCSEs, we would consult with local exam centre or schools that accept external pupils.

<p>Business Studies Psychology Sociology Child Care Health and Social Care AQA UAS <a href="#">Topics</a> Other subjects available upon request</p>	
<p><b>Do you offer any off-site provision?</b></p>	
<p>Yes. Support can take place in the home, local community venue, Libraries etc</p>	
<p><b>Example timetable</b></p>	
<p>Our support is bespoke and therefore completely flexible around the learner's availability. We work with schools, carers and other stakeholders to arrange the support that accommodates the learners existing commitments.</p>	
<p><b>Is transport provided?</b></p>	
<p>Upon request (Risk assessment must be completed)</p>	
<p><b>Any additional services offered by the provision (e.g. counselling, family support etc)</b></p>	
<p>Yes, we offer a life skills programme to support young people, which supports:</p> <ol style="list-style-type: none"><li>1. Life skills – advice on personal care, cooking, household chores, shopping, travelling, healthy living, and self-occupancy skills.</li><li>2. Vocational skills – work experience including gardening, animal care, recycling, and community work experience.</li><li>3. Enrichment skills – experiencing sports, art, dance, music, gardening, minibreaks, leisure activities.</li></ol>	

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## Targeted Provision

4 Lonsdale Road, London NW6 6RD

020 7661 7084

[referrals@targetedprovision.com](mailto:referrals@targetedprovision.com)



**Head of Partnerships:** Fabia Crole (Head of Partnerships)

### Provision information

Targeted Provision offers face-to-face and online tuition and mentoring to the UK's most vulnerable young people. This includes support for care-experienced young people, those facing Social, Emotional, and Mental Health challenges and those with other special educational needs.

In the face of growing challenges in the UK's education sector - such as a shortage of appropriate school places, a lack of available professionals, and a marked increase in young people missing education due to unmet SEMH needs - we saw a pressing need for transformation in alternative provision.

Targeted Provision emerged as a response to these challenges: our mission is to raise the standard of education for vulnerable learners. We have re-defined tuition as relational learning, offering a powerful alternative to mainstream tutoring agencies. Our tutors are qualified teachers with significant experience of supporting young people with additional needs and share a commitment to trauma-informed practice.

We provide specialist, trauma-informed tutoring and mentoring to young people with a range of complex additional needs. Our support is designed to cater to the needs of young people with unmet SEND and SEMH needs, including, but not limited to young people who:

- Are experiencing high anxiety, including those with emotionally based school avoidance.
- Are care-experienced or have a social worker?
- Are permanently excluded or at risk of permanent exclusion.
- Are known to the Youth Offending Team
- Are medically unable to attend school.
- Are an Unaccompanied Asylum-Seeking Child (UASC)
- Are awaiting a Special School place.

## **Tutors**

All our tutors are qualified teachers with a minimum of 2 years' experience supporting young people with additional needs. Many have dedicated their careers working with the most vulnerable learners and have experience working with other agencies such as social services and CAMHs to support young people. As true experts in their fields, they have the confidence to work creatively with our young people, drawing on their deep expertise to successfully engage even those who have historically been the hardest to reach. Our recruitment process is unapologetically demanding, as evidenced by the fact that only 5% of tutors who apply to support our young people are successful.

## **Team around the child**

We believe that a tutor alone is not enough and so provide a Team Around the Child in the form of SEND Support Team which includes our SENDCo, Safeguarding Team, and SEND specialist staff. This team ensures our provision is appropriate for each young person, catering to their needs, wants, and their aspirations. They are responsible for the pupils' welfare and progress while in our provision and will:

- Oversee every referral, providing ongoing professional supervision to teachers and supporting the progress and welfare of the children and young people we support.
- Support parents and carers to ensure children and young people's engagement with our provision is maximised.
- Attend EHCP review meetings and feed into the Graduated Response with schools and other education providers.
- Attend CIN, PEP review, and other strategy meetings where appropriate.

## **Onwards transition**

Our goal is to help young people enjoy learning again and engage with their futures. Where appropriate, we want to support young people to reintegrate back into a permanent educational setting where their needs can be met in the long term. Our tutors can attend school visits to support young people to make a successful transition back into full-time provision.

## **Qualifications and Exams**

We are a registered Functional Skills online examination centre and can provide entry into Functional Skills exams and AQA Unit Awards. We offer support with entry into GCSEs, A Levels, and Public Examinations in some areas.

### Safeguarding

Our safeguarding procedures are unparalleled within unregistered AP. Our Safeguarding Team is available 24 hours a day, 7 days a week, 365 days a year. A third of safeguarding concerns are picked up outside normal school working hours - where other providers and services are closed - and are responded to within 30 minutes.

We are actively engaging with Ofsted and the Department for Education to increase accountability for quality and safeguarding within alternative provision.

For more information about safeguarding at Targeted Provision, and our safeguarding policy, please visit <https://www.targetedprovision.com/safeguarding>.

### Legal information

Website: [www.targetedprovision.com](http://www.targetedprovision.com)

Ofsted Report: n/a

On or off Bolton's AP framework: on

Provider type: unregistered alternative provision

DfE Registration number: n/a

Capacity of provision: Targeted Provision can offer support to as many young people as possible, subject to tutor availability. We have no defined cap on the number of young people we can support. Our Recruitment Team is consistently increasing our tutor numbers and capacity, and we are hiring full-time teachers throughout the country to offer support to more young people.

Staff to pupil ratio: 1:1 – 1:3

Maximum number of pupils per class: 3

Accepted age range: EYFS-post 16

Does the provision have a SENCo? Yes

**Are pupils placed on roll at the provision? No**

<b>Qualifications offered</b>	
<b>Subject</b>	<b>Exam Board</b>
Functional Skills Entry Level 3, Level 1, and Level 2 English and Maths AQA Unit Award Scheme We work with Tutors & Exams to enter CYP into local exam centres for GCSEs, A Levels and other exams.	Open Awards AQA Various (Pearson, AQA, WJEC)
<b>Do you offer any off-site provision?</b>	
Yes, we offer support in the home, school, online, or in community venues such as libraries or community centres.  We do not have premises therefore we do not deliver 'on-site' provision.	
<b>Example timetable</b>	
We can offer a maximum of 18 hours of support each week, as a young person's primary source of education. We offer a minimum of 2 hours per week of support per subject.  An average placement of 15 hours of support per week generally consists of 5 x 3-hour sessions, Monday to Friday, during school hours. However, we can offer support outside of school hours where tutor capacity permits. We are also able to offer support out of term-time.	
<b>Is transport provided?</b>	
No	
<b>Any additional services offered by the provision (e.g. counselling, family support etc)</b>	
Transition support - We support CYP for upcoming transitions, such as to an existing or new school setting. Tutors and SEND Specialists offer support post-transition, such as attending the new setting with the CYP to support the development of rapport and trust with new staff and peers.	

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## Appendix 2 - Example Forms

### Alternative Provision Monitoring and Safeguarding Document

#### Termly Review Framework

##### Purpose

This document serves as a framework to ensure the safeguarding and academic progress of students placed in alternative provisions (AP) is closely monitored and recorded. It is intended to be reviewed termly by both school and the relevant AP providers to ensure compliance with statutory guidance and internal standards.

<b>Section 1: Service Details</b>
Service Name:
Date:
Location:
Type of Service Provided:
Attendees
<b>Section 2: Safeguarding Overview</b>
Safeguarding Incidents:
Safeguarding Policies:
DSL (Designated Safeguarding Lead) Training:
Prevent Duty Compliance:

**Section 3: Academic Progress**

Individual Learning Plans (ILP):

Progress Monitoring:

Qualifications:

Attendance and Behaviour:

Transition and Reintegration Plans:

**Section 4: Staffing and Training**

Staffing Levels and Turnover:

Staff Training:

**Section 5: Health, Safety, and Wellbeing**

Health and Safety Checks:

Incident Reporting:

**Section 6: Multi-Agency Collaboration**

External Agencies:

**Section 7: GDPR and Data Protection**

Data Security:

**Section 8: Parent and Pupil Engagement**

Student Voice:

Parental/Guardian Involvement:

**Section 9: Review and Actions**

Summary of Findings:

**Section 10: Declaration and Next Review**

Signatures:

School Representative:

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## Quality assurance of alternative provision by schools

<b>Quality assurance of alternative provision by schools</b> (This document may support each school's own self-evaluation)	
<b>Standard/Expectation:</b>	<b>Evidence:</b>
The school can evidence that the decision to place a young person in off-site provision is the best option for the individual child.	
The school has checked if the alternative provision should be registered as an independent school. (Any provider of alternative provision must be registered as an independent school if it caters full time for five or more pupils of compulsory school age, or one pupil who is looked after or has an education, health and care (EHC) plan.)	
The school has been provided with a copy of the alternative provision's child protection policy, managing allegations against staff procedures and staff code of conduct.	
During a visit to the alternative provision the school has seen copies of the alternative provision's public liability insurance and fire evacuation plan and is satisfied that the site and buildings are of a suitable standard.	
The alternative provision provider has provided a written statement confirming: <ul style="list-style-type: none"><li>- It maintains a single central record in keeping with KCSiE</li><li>- It completes all the DFE pre-employment checks set out in KCSiE (including an enhanced DBS certificate and barred list check)</li></ul>	

**Quality assurance of alternative provision by schools**

(This document may support each school's own self-evaluation)

Standard/Expectation:	Evidence:
<p>The school monitors the attendance daily of all children who attend alternative provision and has a formal, clearly set out arrangement with the AP provider for sharing information regarding attendance at the provision. The school codes children's attendance/absence according to the DFE guidance:</p> <p><a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a></p>	
<p>The school retains responsibility and ensures appropriate action is taken and documented in response to non-attendance and children missing from school / alternative provision, including parts of the school day. Where necessary, the school ensures 'safe and well checks' are undertaken or reports a child 'missing' to the police.</p>	
<p>The school ensures that it follows the local authority's guidance if a child is accessing a part-time placement including notifying the Local Authority; undertaking a formal risk assessment; managing any risks with partner agencies; ensuring a written agreement is in place with the parent/carer and any arrangements are monitored by school.</p>	
<p>The school ensures appropriate action is taken (and documented) in response to any child welfare or safeguarding concerns. There is a formal plan in respect of sharing and recording information between the two organisations in relation to this. The school works in partnership with key agencies to ensure that multi-agency plans are in place where appropriate. The school ensures that multi-agency meetings are attended and the desired outcomes for the child are achieved.</p>	

**Quality assurance of alternative provision by schools**

(This document may support each school's own self-evaluation)

Standard/Expectation:	Evidence:
The school ensures that the alternative provision is a suitable and safe placement that will meet pupils' academic/vocational/technical needs, pastoral needs and, if appropriate, SEND needs. This includes a plan for regular observations and Procedures in place for monitoring of quality of the teaching and learning at the provision.	
The school acts upon the views of young people who attend alternative provision and their parents/carers.	
<p>School governors' minutes demonstrate that the school is compliant with Ofsted Inspectors' expectations. Ofsted will consider:</p> <ul style="list-style-type: none"> <li data-bbox="155 1125 938 1192">▪ whether leaders have made the appropriate checks on the registration status of the provision</li> <li data-bbox="155 1192 938 1304">▪ what safeguarding checks leaders have made and continue to make to ensure that the provision is a safe place for their pupils to attend</li> <li data-bbox="155 1304 938 1417">▪ the extent to which leaders ensure that their pupils will benefit from a well-taught, broad and balanced curriculum.</li> <li data-bbox="155 1417 938 1484">▪ the extent of pupils' progress and attainment</li> <li data-bbox="155 1484 938 1551">▪ the attendance and behaviour of the pupils who attend the provision.</li> <li data-bbox="155 1551 938 1619">▪ how well the provision promotes the pupils' personal development.</li> </ul>	
In addition to all the above, for young people at alternative provision commissioned through the local authority the school should retain written confirmation from the L.A. that the provider continues to be compliant with the L.A.'s commissioning standards.	

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