

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 as 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 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 benefiting 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

- Complaints 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.

Ten 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
CommuniTree	✓	✓
CSIN		✓
Dragon Group		✓
EdStart		✓
1st Staff Limited	✓	✓
Forwards Centre	✓	
JEP Youth Engagement	✓	✓
Life Lodge	✓	✓
Navigators	✓	✓
Park School		✓
Power	✓	✓
Progress schools		✓
Purple Ruler	✓	✓
The Ark		✓
The Nurture Group at COG (Children's Opportunity Group)	✓	
TAO Activities	✓	✓
TSOM		✓
Youth Challenge		✓

Tuition Providers	Primary	Secondary
Be My Tutor	✓	✓
Monarch	✓	✓
Next Level Learning	✓	✓
Prospero	✓	✓
Targeted Provision	✓	✓

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



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 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



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
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

Qualifications offered					
Subject		Exam Board			
Functional skills maths and english Hair beauty Sport and fitness Health and nutrition ICT		Pearsons NCFE			
Do you offer any off-site provision?					
Outreach and engagement off-site					
Example timetable					
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
BREAK	BREAK	BREAK	BREAK	BREAK	BREAK
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
DINNER	DINNER	DINNER	DINNER	DINNER	DINNER
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



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	
<p>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</p>	
Qualifications offered	
Subject	Exam Board
<p>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,</p>	<p>NCFE Open Awards Ascentis</p>

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)					
<p>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.</p>					

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EdStart

Bolton: Castle Hill Centre: Frogley Street, Bolton, BL2 2JS (SEN and Years 9-11 specialist hub)

Bolton: Horwich Centre: Horwich Young People's Centre, Fox Street, Horwich, Bolton, BL6 4NZ (SEN and Years 9-11 specialist hub),

Bolton: Manchester Road Centre: Orlando House 67 Manchester Road, Bolton, BL2 1ES (SEN and Years 7-9 specialist hub)

0300 3034414



referrals@edstartschoools.com ; kevin.buchanan@edstartschoools.com

Director of Education: Kevin Buchanan

Executive Head: James Bradley

Head of Centre (Manchester Road): Melanie Gee

Head of Centre (Castle Hill): Carla Willis

Head of Centre (Horwich): Jess Holt

Provision information

EdStart Specialist Independent Schools has been operating since 2010. Our core function is **Alternative and SEND Provision**, serving the region's schools and young people by developing a suitable environment and curriculum to match their varying needs. With various academic and vocational qualifications being offered, our aim is to re-engage young people, creating opportunities which lead to re-integration into school, further education or employment. Each pupil receives an Individual Learning Passport (ILP) and is supported throughout the programme by our highly skilled team of teachers, learning mentors and teaching assistants.

Our Values

Humanity We champion and encourage collective best practice through collaboration of all cultures, abilities and diversity - irrespective of starting point - to access high quality education.

Togetherness We provide a safe and nurturing environment where our pupils feel wanted, valued, secure, supported and sufficiently confident to learn, grow and develop.

Compassion As a team we always practise what we preach; high levels of understanding, tolerance, emotional care and an appreciation of the different cultural experiences of all groups of young people, helping them to flourish and find their 'WHY'!

Progression Every member of our team is focused on - and committed to - working as one to achieve more and consistently strive for better.

Our mission is to elevate and inspire every single young person with whom we engage.

Embodying our core values of humanity, togetherness, compassion and progression, we work together to enhance the welfare, wellbeing and advancement of everyone at EdStart Schools including our team, stakeholders and, most importantly of all, our pupils.

We offer a challenging curriculum that's delivered in a nurturing, inclusive and supportive environment tailored to individual learning differences, not difficulties.

'Expecting and demanding the best are strong elements of the team approach, and they present as good role models as they demonstrate to pupils how to avoid confrontations and defuse situations.' – **Ofsted**

Our DfE registered schools and sites are all equipped with classrooms, ICT facilities, smart and interactive wipe boards and private one-to-one mentoring rooms. Facilities for cooking and art are also features of our schools and sites. As well as creating suitable learning environments, our schools and sites are pupil-friendly with activities available to engage our young people during break times.

Quality Assured Provisions We have worked with more than 60 referring schools and Local Authorities across the North West of England, and continue to develop a strong reputation for reliability and exceptional communication.

Legal information

Website: www.edstartschools.com

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

On or off Bolton's AP framework: on

Provider type: Independent School

DfE Registration number: 350/6023 and Salford Partner schools 355/6059

Capacity of provision: 83 across 3 sites

Staff to pupil ratio: 1:8

Maximum number of pupils per class: 8 (usually 6)

Accepted age range: 11-16

Does the provision have a SENCo? Yes

Are pupils placed on roll at the provision? Yes, single, dual and EHCP rolls available

Qualifications offered

Subject	Exam Board
GCSE Maths	Pearson Edexcel
GCSE Religious Studies A	AQA
GCSE English Literature	AQA
GCSE English Language	AQA
GCSE Biology	AQA
Functional Skills English, Maths and ICT	AQA
Duke Of Edinburgh Award	n/a

Do you offer any off-site provision?					
Type of provision					
For EHCP students if applicable					
Example timetable (red)					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:45 – 9.15	Check in Updates Reading time	Score card review Reading Time	Futures Reading Time	News Information Reading Time	Pay It Forward Reading Time
9.15-10.05	Maths	Biology	RS	English	RS
10.05 – 10.55	English	Maths	Literacy	PE Theory	Biology
BREAK					
11.15-12.05	Biology	English	Maths	Maths	English
LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	Assembly
12.35-1.25	Life skills (cooking)	Life skills (careers)	PE Practical	Enrichment Reflection	
1.25-2.15	Life Skills	Literacy	PE Practical	Enrichment Reflection	Lunch 12.35-1.00
2.15-2.30	Mood review Reading Time	Score card Reading Time	Progress Reading Time	Homework Reading Time	
Is transport provided?					
No, but can be arranged and supported at cost.					

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

- Full Time school counsellor
- Inclusion and SEND Team
- Attendance and Safeguarding Team
- Subject Specialisms and Leadership

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1st Staff Limited (National Alternative Provision)

Civic Building, 323 High Street, Regus Second Floor,
Epping,
Essex, CM16 4BZ
0330 174 8191
info@1ststaff.co.uk ; bids@1ststaff.co.uk



Head of Education: Coren Murley; coren@1ststaff.co.uk

Provision information

1st 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, behaviour needs, young people with or without an EHCP, Social, Emotional and Mental Health (SEMH) needs such as anxiety, and barriers to school attendance.

We offer both face-to face and online, typically 1 to 1 or in small groups.

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.

We ensure that a baseline assessment is conducted on every child and young person and provide both daily and termly reports.

Legal information

Website: 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: 1:1 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	
Subject	Exam Board (can be changed on request)
GSCE - English	AQA
GCSE - Maths	Edexcel
GCSE - Science	AQA
Functional Skills – Maths	Edexcel
Functional Skills - English	Edexcel
Arts Awards	Trinity College London
Example timetable	
<p>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</p>	
Is transport provided?	
<p>Not typically, while this is not our standard practice, we can offer it on a case-by-case basis. This is subject to a thorough risk assessment, verification of appropriate insurance, and formal agreement with the commissioner to facilitate engagement</p>	
Do you offer any off-site provision?	
<p>Yes. We typically provide tuition in the child's home, local library or community centre</p>	
Any additional services offered by the provision (e.g. counselling, family support etc)	
<p>Early Years – Foundation learning, motor skills developments and therapeutic support.</p> <p>Post-16 Support – Employability skills, college transition support and work readiness preparation.</p> <p>Vocational Support – Including Arts Awards and Drama Therapy.</p> <p>Therapeutic Support – Thrive SEMH programmes, tailored for students with additional emotional and behavioural needs.</p> <p>Early Intervention and Reintegration.</p>	

We offer a wide range of therapeutic support services, including mental health support, specialised support for severe mental health experiences (SEMH), anxiety, trauma, and Adverse Childhood Experiences (ACEs).

Additionally, we provide Preparing for Adulthood training, promoting independence, life skills and social skills training. Our Thrive specialist tutors and mentors oversee programs aimed at developing confidence, communication, and essential life skills within the local community.

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Forwards Centre

Stephen Street, Bolton, BL2 5DX

01204 333660

office.FCA@boltonimpacttrust.org.uk



Headteacher/Principal: Nicola Berry

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: 58 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	
	Weekly subject focus: History/Geography/Science/PSHE/Computing				
PM 3 2.00 - 3.00					
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

JEP Bolton Education Hub: 1 Merchants Place, River Street, Bolton, BL2 1BX

JEP Occupational Studies and Sports Hall: Unit 3 & 4 Westlink Business Park, James Corbett Road, Salford, M50 1DE

07743 931177; 07716 621107

info@jepyouthengagement.com



Head of Secondary & Post-16 Provision :Jason Whittaker

Bolton Head of Centre: Adam Worrall

Provision information

At JEP, we are **DETERMINED** to support young people to fulfil their potential. Since our founding in 2020, we have worked with young people aged 4-25 who face barriers to education, no matter their background or challenges.

Our aim is to offer early and effective intervention, that helps young people re-engage with education, rebuild confidence, develop relationships and make positive choices for the future.

Alternative Provision:

Our Primary and Secondary/Post-16 Alternative Provision provides tailored support through semi-formal and

enrichment curriculum pathways, delivered in Small Group or 1:1 Format. All academic curriculum content is taught by qualified subject specialists, with classroom support provided by our team of Education Coordinators, and Pastoral support provided by our in-house Pastoral and Counselling teams.

Secondary/Post-16:

Academic: Our curriculum, rooted in Maths & English, adapts the national curriculum to meet individual needs and foster a love of learning through personalised, flexible teaching beyond a typical mainstream offer. Subjects taught include Maths, English, Humanities, ICT, PE/Exercise Studies, Art & Design, Life Skills, Occupational Studies, Childcare and Personal Development.

Blended: Starting with each learner's specific needs and strengths, the blended pathway combines elements of both our Academic and My Future Pathways

My Future: Our Enrichment curriculum offers out-of-classroom learning to raise aspirations and broaden horizons for our young people. Each young person's My Future offer is unique, combining mentoring support and enrichment opportunities within focus areas such as Creativity & Innovation, Culture Capital, Practical Skills & Craft and Sport/Physical Activity.

Occupational Studies: Delivered either standalone or as part of a wider academic/blended placement at JEP, we are proud to offer NCFE-accredited learning, through modules covering trade skills such as Joinery, Plastering, Mechanics, Bricklaying, Carpentry, Electrical Work and Plumbing. New for the 2025/26 Academic Year, we now also offer Hair & Beauty as an option for the Occupational Studies qualification, taught in our fully equipped salon spaces at our Bolton & Salford hubs.

Primary:

Pioneer: A blend of academic and non-academic learning for young people working at or just below ARE, with additional pastoral support and intervention elements according to need.

Adventurer: A non-academic curriculum designed to spark curiosity through hands-on, non-academic activities, building confidence, teamwork, and resilience in a fun, safe and engaging environment.

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; 11 - 1:1 per afternoon

36 Secondary during Group sessions per day. 8 - 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? no

Qualifications offered									
Subject				Exam Board					
Maths				NCFE- Foundation Skills, Level 1 & 2,					
English				NCFE- Foundation Skills, Level 1 & 2					
Art & Design				NCFE- Foundation Skills, Level 1 & 2					
Exercise Studies				NCFE- Foundation Skills, Level 1 & 2					
Occupational Studies				NCFE- Foundation Skills, Level 1 & 2					
Hair & Beauty				VTCT					
Duke of Edinburgh Award				Duke of Edinburgh Award					
Do you offer any off-site provision?									
Type of provision			Curriculum offered						
Occupational Studies			NCFE Occupational Studies Level 1 & 2						
MY Future			Off-site, community-cased enrichment and engagement						
Forest school			Forest school curriculum						
Example timetable									
JEPWAY STRONGER TOGETHER	OXFORD_B (KS3)								
		9.00 – 9.20	9.20-10.00	10.00-10.40	10mins	10.50-11.30	11.30-12.10	10mins	12.20-13.00
	MONDAY	SEMH/Travel	HUMANITES Anthony M	SEMH Adam W	B R E A K T I M E	MATHS Geoff B	NEWSROUND Anthony M	B R E A K T I M E	ENGLISH Hayley W
	TUESDAY	SEMH/Travel	PSM HEALTH Sam O			PSM HEALTH Sam O	MATHS Geoff B		ENGLISH Mel H
	WEDNESDAY	SEMH/Travel	JEPWAY Adam W	ICT Anthony M		MATHS Geoff B	ENGLISH Hayley W		PERSONAL DEV Anthony M
	THURSDAY	OCCUPATIONAL STUDIES				ENGLISH Hayley W	MATHS Geoff B		ICT Anthony M
	FRIDAY	SEMH/Travel	LIFE SKILLS Jayne C			MATHS Geoff B	HUMANITES Anthony M		ENGLISH Hayley W

JEP	MANCHESTER_B (KS4)							
	9.00 – 9.20	9.20-10.00	10.00-10.40	10mins	10.50-11.30	11.30-12.10	10mins	12.20-13.00
MONDAY	SEMH/Travel	ENGLISH Hayley W	MATHS Geoff B	B R E A K T I M E	PSM HEALTH Adam W		B R E A K T I M E	PSM HEALTH Adam W
TUESDAY	SEMH/Travel	MATHS Geoff B	ENGLISH Hayley W		LIFE SKILLS Jayne C	DUKE OF EDINBURGH Sam O		DUKE OF EDINBURGH Sam O
WEDNESDAY	SEMH/Travel	MATHS Geoff B	ENGLISH Hayley W		CAREER ASPIRATIONS Anthony M	PSM HEALTH Sam O		PSM HEALTH Sam O
THURSDAY	SEMH/Travel	MATHS Geoff B	ENGLISH Hayley W		JEPWAY Adam W	LIFE SKILLS Jayne C		LIFE SKILLS Jayne C
FRIDAY	SEMH/Travel	PSM HEALTH Adam W			PERSONAL DEV Anthony M	ENGLISH Hayley W		MATHS Geoff B

JEP Primary – Year 1 Example Adventurer Timetable

Topic: Co-ordination Skills

- > To develop balance and body awareness using creative movements
- > To build coordination, balance and leg strength

	2.00-2.15pm	2.15-3.15pm	3.15-3.45pm	3.45-4.15pm	4.15-5pm
Monday	Transport arrival and settling in	Life Skills Stepping stone games	Sensory Circuit Alerting, Organising and Calming	Counselling session with Primary Counsellor	Food, choice, reward & home time
Tuesday	Transport arrival and settling in	Life Skills Unit – Gym session & line tig	Sensory Circuit Alerting, Organising and Calming	PSHE - Jigsaw	Food, choice, reward & home time
Wednesday	Transport arrival and settling in	Life Skills Moses Gate Park obstacle course	Sensory Circuit Alerting, Organising and Calming	Pastoral Intervention Zone of Regulation Session 1	Food, choice, reward & home time

KS2 Timetable:

	9.15 - 9.30am	9.30-9.55am	9.55-10.20am	10.20-10.40am	10.40-11.10am	11.10am-11.40am	
Monday	Arrival & Breakfast Settling Activities &/or Sensory Circuit	English	Science	Outdoor Learning		Lunch	
Tuesday		English	Maths	PSHE	PE – Sports Hall	Lunch	
Wednesday		English	Maths	Therapeutic Counselling Session		Games & Lunch	
Thursday		Maths	Art	Pastoral Session 1:1	Computing	Lego Therapy	Lunch
Friday		English	Maths	Life Skills	Celebration Time	Games & Lunch	

Is transport provided?

Transport is Case Dependent. To be discussed during induction process.

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

The JEP Counselling Team are DETERMINED to improve mental health, decrease social exclusion and provide wraparound care that provides the foundation for a bright and prosperous future for all that we work with.

As well as supporting the young people in our Alternative Provision, our Counsellors/Therapists work across several Primary & Secondary Schools across the UK, providing a bespoke therapeutic approach, because ALL children and young people need and deserve the space and opportunity to grow.

We operate from a Person-Centered model and can also offer a range of other therapeutic models and techniques including:

- Person-centred/Talking Therapy
- Psychotherpay
- Play Therapy
- CBT

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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



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

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 (Y5 – Y11)

Does the provision have a SENCo? Yes

Are pupils placed on roll at the provision? No

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

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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Navigators - Thompson Academy

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



07596869961

johannam@navigators.org.uk

Headteacher/Principal: Jo McManus

Provision information

Navigators provides personalised education and wrap-around support through dedicated educators, 121 mentors, and pastoral staff. Our bespoke programmes are tailored to individual needs and interests, creating an engaging and meaningful learning experience. The curriculum combines academic and personal development, including Core English and Maths for Functional Skills and GCSE progression, Personal Development to build confidence and resilience, and PSHE covering health, wellbeing, relationships, and financial literacy. We also offer vocational pathways and bridge and transition support to prepare students for their next steps. Working closely with schools and local authorities, we meet Ofsted Alternative Provision Non School standards, using IRIS for real-time attendance and reporting, and CPOMS for safeguarding. Our team attends all EHCP, PEP, and safeguarding meetings, providing detailed progress reports. New in Bolton: Our Vocational Centre offers qualifications in Hair & Beauty, Construction, Motor Vehicle, and Sports & Fitness, supporting academic and career success.

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: unlimited, community based.

Staff to pupil ratio: 1:1

Maximum number of pupils per class: 1

Accepted age range: 5-16

Does the provision have a SENCo? Yes

Are pupils placed on roll at the provision? No

Qualifications offered	
Subject	Exam Board
Functional Skills English, Maths and Digital: Entry Level, Level 1 and 2	NCFE
ASDANs Level 1 & 2 English Short Course Mathematics Short Course Science Short Course Geography Short Course Languages Short Course	ASDAN
ASDANs Level 1 & 2: A range of vocational taster and short courses.	ASDAN
AQA unit Awards: 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
Do you offer any off-site provision?	
Our provision is 1:1 community based	

Example timetable

Hours per week:

The programme is 3 hours per day. 15hrs per week PT maximum amount of hours. We offer a minimum of 2 sessions per week.

AM PROGRAMME

9.30 – 12.30 (PM programme is usually 1.00-4.00pm)

9.30 Student arrives/picked up - Chat, 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

Curriculum:

Core English and maths

Personal Development

PSHE

Is transport provided?

Yes,

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



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

Qualifications offered	
Subject	Exam Board
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
Do you offer any off-site provision?	
Yes. Our curriculum can be delivered in the home.	

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

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Power2	
26a Warrington Street, Ashton-under-Lyne, OL6 6AS 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 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

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



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.

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 BKSBS, VR)	Break	Personal Development (ASDAN courses in: Independent Living - Launch, Personal Dev - Grow/Build, SEN for relevant)		Lunch	Humanities (Build/Grow Oak Academy) Accreditation / PD / Careers-Next Steps (Launch)	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	

Is transport provided?

Not as standard but we can organise taxi/minibuses at the request of referrer.

Do you offer any off-site provision?

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.

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

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

learn@purpleruler.com

daniel.demarmels@purpleruler.com



Head of Centre: Daniel Demarmels ; Daniel.demarmels@purpleruler.com

Provision information

- **Fully online, live-taught alternative provision**
- **Built around reintegration, attendance improvement and safeguarding visibility**
- **Supports:** SEND, SEMH, EBSA, medical needs, low attendance, anxiety, and those at risk of exclusion
- **Delivery:** from home or on-site
- **Curriculum:** your school's curriculum OR our structured KS3 and KS4 Academy route

Our AP Offer to Trial: One week of free AP lessons for up to six students, up to 18 hours.

- **Academics**
- **Tutoring**
- **SEND**
- **English as an additional language**
- **Therapy**

Blueprint Model

- **Small groups (max 6): £29.17/hour total**
- **Lessons matched to your schemes of work**
- **Flexible timetabling that mirrors school day**
- **Includes reintegration steps & attendance support**

Academy Model

- **Core subjects (Eng Lang/Lit, Maths, Bio/Chem/Phys)**
- **Includes PSHE + PE within curriculum**
- **£9 per student/hour**
- **Entry and exit assessments track progress**

Sequenced GCSE-aligned curriculum

View our 1-pager: [Purple Ruler Online Alternative Provision 1-Pager](#)

Book a call: [Meet with Purple Ruler](#)

Instant enrolment: [Enrol in Purple Ruler](#)

Legal information

Website: www.purpleruler.com

Ofsted Report: <https://reports.ofsted.gov.uk/provider/100003/152279>

On or off framework: On

Provider type: Registered On line provider

DfE Registration number: 000/1047

Capacity of provision: 500 learners

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

Maximum number of pupils per class: 6 students

Accepted age range: 7 - 16

Does the provision have a SENCo?: no. There is a central SEND and Inclusion Team

Are pupils placed on roll at the provision?: yes

Qualifications offered

We do not award qualifications; we prepare pupils for them.

- **Follow school-selected exam pathways**
- **Core and KS3-KS4 curriculum aligned to GCSE and functional skills**
- **Exam entry, invigilation and certification remain with the commissioning school/LA**

We offer all subjects for GCSEs and all major exam boards are supported.

Example timetable

All timetables are bespoke and tailored to the needs of each individual student.

View our Academy Schedule: [Purple Ruler Academy Schedule](#)

Is transport provided?

No.

Do you offer any off-site provision?

No – fully on-line provision.

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

Therapy and Wellbeing Support

- 4x 1-hour sessions per month at £180/month (cancel anytime)
- 1-month free trial for up to 5 students
- Gillick Competency assessments available
- Confidentiality maintained unless a safeguarding concern arises
- KCSIE-trained, Enhanced DBS-checked therapists

Extended Provision

- NEET prevention
- Support for permanently excluded pupils
- Attendance recovery
- Real-time safeguarding data
- 1:1 SEND intervention

Reintegration pathways

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The Ark Wigan

13 Library Street, Wigan, WN1 1NN

07519714236

katie.davies@thearkwigan.com



Educational
Training
Centre

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.

Legal information	
<p>Website: www.thearkwigan.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: 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</p>	
Qualifications offered	
Subject	Exam Board
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
Do you offer any off-site provision?	
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 Nurture Group at Bolton Children's Opportunity Group (COG)

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

01204 848722/491085 – select the option for nurture group

cognurturegroup@gmail.com or 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. The group is staffed by an experienced Early Years and Key Stage 1 teacher and two nurture group practitioners. 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 trauma informed, 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 eg 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 at an alternative provision.

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 other 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 are 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.

The cost of Nurture Group is currently £100.00 per child per day. This will be invoiced directly to school by the business manager at Bolton Children's Opportunity Group, at the end of each half term.

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**Typical Nurture Group at COG Day**
Our Day

9:45	Children who travel with parents arrive. Free choice play until bus arrives
10:00-10:05	Start of the day/coats and shoes off/indoor shoes on
10:05-10:20	Good morning/show and tell
10:20-10:35	Morning snack
10:35-11:05	Free choice activities
11:05-11:10	Tidy up time
11:10-11:15	Celebration time
11:15-11:30	Focus activity
11:30-12:00	Free choice activities
12:00-12:05	Tidy up time
12:05-12:15	Focus activity
12:15-12:45	Free choice activities
12:45-12:50	Tidy up time
12:50-1:00	Circle time
1:00-1:40	Lunchtime
1:40-2:50	Outdoor play
2:50-2:55	Outdoor coats and shoes off/indoor shoes on
2:55-3:00	Celebration time
3:00-3:15	Story time
3:15-3:30	Snack
3:30-3:40	Toilet/coats and shoes on
3:40—3:45	Celebration time/Friendship tree
3:45	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



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
 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
 Walking 1,2,3, 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

	Outcomes	Awards
Phase 1 (Build Rapport) Activities Bushcraft Hill Walking scrambling Climbing Caving Biking Fishing	Engage with Education Focus on attendance Attend sessions Build rapport with staff Build relationship with suitable mentor Recognise when they need help Ask for help when needed Engage in suitable/appropriate conversation To find activities which they enjoy. To keep the sessions positive and exciting, so that they stay engaged and enthusiastic. To find subjects that interest them, so that we can use them to enhance our education. To be in a variety of social situations and respond appropriately.	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) Activities Caving Bushcraft Hill Walking Paddleboarding Climbing. Mountain biking.	Engage with three new activities for more than two sessions. To find a range of activities which They will look forward to and feel at ease taking part in. 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. To try a variety of work experience activities.	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) Activities Hill walking Bushcraft Paddling Caving First aid Vocational training and awards.	Engage in conversations about future destinations. Complete vocational training and awards. Mentoring role for peers, younger peers. Demonstrate confidence and ability in a range of activities. To focus on work experience activities. 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.	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
Is transport provided?	
Yes – learners are picked up by centre staff.	
Do you offer any off-site provision?	
All provision is offsite, and child centred.	
Any additional services offered by the provision (e.g. counselling, family support etc)	
Family intervention via in house MST worker. In house counselling via BACP registered counsellor.	

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TSOM Mentoring	
WA2 0JE, Warrington 07340845455 Darryl@tsomgroup.com	
Headteacher/Principal: Darren Shackleton	
Provision information	
<p>We provide structured alternative provision, mentoring, and character development delivered by experienced veterans and reservists. Our offer includes one-to-one mentoring, skill-based learning modules, physical development, and character-building activities tailored to each student.</p> <p>Price: £195 per day</p>	
Legal information	
<p>Website: www.tsomgroup.com Ofsted Report: NA On or off framework: off Provider type: 1 to 1 mentoring DfE Registration number: NA Capacity of provision: 75 Staff to pupil ratio: 1:1 or 2:1 Maximum number of pupils per class: 4 Accepted age range: 8 to 17 Does the provision have a SENCo? Yes Are pupils placed on roll at the provision? No</p>	
Qualifications offered	
AQA – over 7000 modules and subjects	
Example timetable	
Sessions run Monday – Friday from 8:45 – 14:30	
Is transport provided?	

Yes

Do you offer any off-site provision?

yes — in-school/outreach/remote/community sessions.

Curriculum offered**Type of Provision**

Alternative Provision • Mentoring • Development

Curriculum Offered

We deliver a comprehensive curriculum of over **7,000 educational modules**, combined with **character development, physical education, skill-based learning, and 1:1 mentoring**.

We take the **best skills and principles learned from the military** — discipline, teamwork, resilience, leadership, structure, and problem-solving — and integrate them into an educational programme that is engaging, motivating, and tailored to each student's needs.

Why We Are the Best

Our team is known for being one of the **most robust and versatile** in the sector. We don't just teach; we build confidence, raise aspirations, and help students develop the tools they need to succeed both in and out of education. By combining the strengths of military training with high-quality academic and personal development pathways, we provide a level of consistency, structure, and impact that sets us apart from traditional providers.

Any additional services offered by the provision

Alongside our core educational and mentoring provision, we offer a range of additional services designed to support both the young person and their wider support network:

- **One-to-one mentoring** tailored to individual needs
- **Personal development programmes** that build confidence and resilience
- **Behavioural management support**, including guidance for guardians to help address and manage behaviour challenges at home
- **Physical and team-building activities** that promote cooperation, discipline, and leadership
- **Character and life-skills development**, preparing students for real-world challenges

Our holistic approach ensures consistency between school, home, and the wider environment, creating the best possible platform for positive change

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Youth Challenge

Smithills Dean Rd, Bolton, BL1 6JT

01204 333872

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:



Youth Challenge builds on the Bolton Impact Trust founding values.

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 to 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: 104 pupils

Staff to pupil ratio: 1:4

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

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

Example timetable					
	Monday	Tuesday	Wednesday	Thursday	Friday
Lesson 1 9:50 – 10:40	English	Maths	Option B	Option A	English
Lesson 2 10:40-11:30	PSHE	English	Option B	Maths	Option A
Lesson 3 11:40-12:30	Option A	Option B	Citizenship	Option B	Careers
Lesson 4 12:30- 1:20	Option A	ECM	Maths	Sport	
Lesson 5 1:50-2:40	Maths	ECM	English	Lesson Sport	
Is transport provided?					
No.					
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 Our therapist also offers individual counselling for students.					

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Tuition

Be My Tutor

43 Ebury Road, Rickmansworth,
Hertfordshire, WD3 1BL

07901 916286

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

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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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-Attenders/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
<p>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</p>
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)
<p>Mentors</p> <p>Qualified Counsellors</p>

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Next Level Learning Limited

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

01942 255782

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	
<p>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</p>	
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?	
<p>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.</p>	

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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



Headteacher/Principal: Kealeigh Benson (Head of CES - 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

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.

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

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Targeted Provision

4 Lonsdale Road, London NW6 6RD

020 7661 7084

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

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

Qualifications offered	
Subject	Exam Board
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)
Do you offer any off-site provision?	
<p>Yes, we offer support in the home, school, online, or in community venues such as libraries or community centres.</p> <p>We do not have premises therefore we do not deliver 'on-site' provision.</p>	
Example timetable	
<p>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.</p> <p>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.</p>	
Is transport provided?	
No	
Any additional services offered by the provision (e.g. counselling, family support etc)	
<p>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.</p>	

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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.

Section 1: Service Details
Service Name: Date: Location: Type of Service Provided: Attendees
Section 2: Safeguarding Overview
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

Quality assurance of alternative provision by schools (This document may support each school's own self-evaluation)	
Standard/Expectation:	Evidence:
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"> - It maintains a single central record in keeping with KCSiE - It completes all the DFE pre-employment checks set out in KCSiE (including an enhanced DBS certificate and barred list check) 	

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>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</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"> ▪ 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 their pupils will benefit from a well-taught, broad and balanced curriculum. ▪ the extent of pupils' progress and attainment ▪ the attendance and behaviour of the pupils who attend the provision. ▪ how well the provision promotes the pupils' personal development. 	
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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