



## LEICESTERSHIRE SECONDARY EDUCATION AND INCLUSION PARTNERSHIPS

### PLACING PUPILS IN ALTERNATIVE SETTINGS – KEY STEPS FOR SCHOOLS

We are planning to place a pupil in alternative settings for part or all of the week.

We are intending to make the placements ourselves. What must we do? What should we do?

We will use our local Partnership for the pupil. What must and should we do? What will the Partnership do for us?

What are our first steps?

1. You may ask advice from your local partnership about suitable placements  
<https://www.leicsseips.org/links-to-ap-lists-and-reports>
2. You must contact LEBC before placing a pupil at any AP. This will ensure that you are using an audited AP and that you have access to all the documentation that demonstrates that this is a safe placement.  
<https://www.leics-ebc.org.uk/>
3. You must ensure that you are not using an illegal school – the LEBC check will help prevent this.
4. You must ensure that you have a commissioning agreement with the AP.  
<https://www.leicsseips.org/aps-advice-to-schools>
5. You must ensure that your LGB / Trust Board has a process in place for initial approval and ongoing monitoring of placements.  
<https://www.gov.uk/government/publications/school-exclusion> (see Para 36 on especially 42)

1. The Partnership will plan placements in consultation with you.
2. The Partnership always uses LEBC accredited APs and will ensure that agreements are completed and shared with you.
3. Partnerships know the rules about “illegal schools” and ensure that this issue is avoided.
4. Partnerships advise that schools must ensure that LGB’s or Trust Boards are involved in decisions to refer a pupil to the local Partnership, particularly as most referrals are for full time provision.
5. Partnership Offer documents are at <https://www.leicsseips.org/schools>

What do we need to do to ensure that the placement is in line with regulations and best practice?

You should have a member of staff to act as a key worker for the pupil at the placement. This is because you must ensure that:

1. The school has properly authorised the placement, including any ongoing changes.
2. All the information required in the commissioning agreement has been exchanged with the AP.
3. The school knows where the pupil is every day and ensures daily checks of attendance at AP. School procedures ensure that any poor attendance is addressed alongside other pupils in the school.
4. There is a robust procedure for dealing with safeguarding concerns and any necessary exchange of information between school and AP.
5. Staff from the school visit the pupil at the AP regularly and at least every half term to check on wellbeing and progress.
6. Review dates are planned at the start of the placement, are carried out as planned and outcomes are reported to LGBs and Parents
7. There is a clear “target end date” for the placement which is subject to review.
8. Questions that Ofsted may ask about reasons for the placement, its location, purpose, end date, attendance, progress, adherence to Exclusions Guidance about off site direction, and safeguarding can be answered authoritatively. They may wish to see the commissioning agreement with the AP.

<https://www.leicsseips.org/aps-advice-to-schools>

(see document “Ofsted and APs)

A member of staff acts as key worker for the pupil at the placement. This is because you must ensure that:

1. The school participates in the Partnership’s decision-making process for accessing placements.
2. The school completes the Referral Form including the Commissioning Agreement between School and Partnership. (Partnerships have their own commissioning agreements with APs used in the pupil’s programme)
3. The school knows where the pupil is every day, checking the Partnership’s system for recording attendance at AP. School procedures ensure that any poor attendance is addressed alongside other pupils in the school. The school DSL links as needed with the Partnership Coordinator.
4. Staff from the school visit the pupil at the AP at least every term to check on wellbeing and progress.
5. Staff from the school participate in planned reviews and report outcomes to LGBs. The Partnership will liaise with parents.
6. There is a clear “target end date” for the placement which is subject to review. The Partnership will maintain this plan in consultation with you.
7. The Key worker must be able to answer questions that Ofsted may ask about reasons for the placement, its location, purpose, end date, attendance, progress, adherence to Exclusions Guidance about off site direction, and safeguarding. Ensure a copy of the Referral Form is to hand – this includes the Commissioning Agreement

What might Ofsted ask us about a pupil who we have placed in AP? (in addition to checks on attendance and safeguarding)

1. Why has the school decided that an AP placement is in the best interests of the pupil?
2. Has the school checked on the AP – is it registered, or if unregistered is it acting legally.
3. Why this provider?
4. How is the school ensuring that the pupil is benefitting from the placement and making progress towards the goals you have set?
5. How is the school ensuring that the pupil’s curriculum is as broad and well balanced as it can be?
6. How does the AP contribute to the pupils’ personal development?

The Partnership in providing for a pupil for part- or full-time programme management (Tier 3 or 4) will:

1. Use APs that is has an ongoing relationship with – including support and advice and quality assurance checks.
2. Be experienced in constructing programmes that tackle the key issues for the pupil and aligning provision with need.
3. Check progress and review provision - directly involving the on-roll school.
4. Provide as broad and balanced an offer as is feasible for the pupil.
5. Use its mentor staff and support from the LA in promoting the personal development of pupils.

How do we explain to Ofsted that some of our pupils on AP would be, in other areas, Permanently Excluded?

7. This is unlikely to be an issue for pupils who are in part time placements organised by the school and who attend school on remaining school days.
8. Schools should be clear in answering Ofsted questions as to which pupils in alternative settings fall into the categories of
  - a. “Pex” or
  - b. “programme managed as an alternative to Pex” or
  - c. “on our roll after a Pex elsewhere”.
9. These pupils will have target end dates for placements, and these will be kept under review in line with all other pupils in alternative settings.

6. All pupils will have an end date to placements that will be kept under review. Those pupils who are full time programme managed because they:
  - a. Have been permanently excluded and then put on roll at another school,
  - b. Remain on their home school roll but have an agreed referral to the Partnership as an alternative to permanent exclusion....will have a broader range of criteria they need to meet before their placements can end. In all other respects they will be experience the same support and review as all other pupils.

What should we consider in ensuring that the placement is as effective as it can be?

10. Ensure that someone acts as “champion” for the pupil including helping to ensure that the planned timetable adds to rather than disrupting the pupil’s progress
11. Make visits to AP as productive as possible – we recommend using our checklists etc at

7. Partnership Staff are assigned to individual pupils as champions and / or mentors.

<https://www.leicsseips.org/schools-advice> (see orange box “AP Visits”)

12. Consider using measures of wellbeing that will help you judge the pupil’s progress.
13. Keep the SENCO informed and involved with the pupil’s progress, especially if evidence emerges of additional need

8. Partnership staff visit APs to support pupils regularly. The four Partnerships collectively carry out quality assurance visits to APs using a QA framework.

<https://www.leicsseips.org/ap-reports>

9. Partnerships carry out progress reviews including wellbeing progress.
10. Partnership staff need to be able to contact and involve SENCOs especially where newly emerging or identified needs should be addressed.